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ABSTRACT

This curriculum guide, designed for use with migrant students, provides oral language activities in listening comprehension, critical listening, oral expression, and vocabulary development. The activities within the four broad categories are divided into the following specific skills: (1) simple directions; (2) complex directions; (3) main idea; (4) sequence; (5) relevant details; (6) cause and effect; (7) comparison and contrast; (8) inference; (9) propaganda techniques; (10) fact, opinion, and fantasy; (11) records and tapes; (12) television; (13) storytelling time; (14) describing; (15) discussing; (16) reporting; (17) retelling; (18) giving directions; (19) self-expression; (20) storytelling; (21) retelling for entertainment; (22) nouns; (23) pronouns; (24) verbs; (25) adjectives and adverbs; (26) prepositions; (27) conjunctions; (28) categories; (29) synonyms; (30) antonyms; (31) multiple meaning words; and (32) figurative language. The skills in the guide are correlated with the numerical coding of the Migrant Student Record Transfer System Oral Language Skills Lists. Each activity page includes the skill name and number, an objective, directions, and follow-up activities. Activity pages are illustrated, with many pages suitable for reproduction for classroom use. (KS)

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Color Your Classroom III

An Oral Language
Curriculum Guide



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Color Your Classroom III

An Oral Language Curriculum Guide

Color Your Classroom III
is a product of Mississippi Migrant Education

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The Oral Language Curriculum Guide was developed in correlation with the numerical coding of the Oral Language Skills List published by the Migrant Student Record Transfer System.

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**Sample strips
placed in the hat:**

1. Find a red pencil.
2. Touch your toes.
3. Squat down.
4. Write your first name
on the chalkboard.
5. Give one friend a hug.
6. Raise your right hand.
7. Show me your
index finger.

Multiplying Rabbits

Skill #020

Objective:

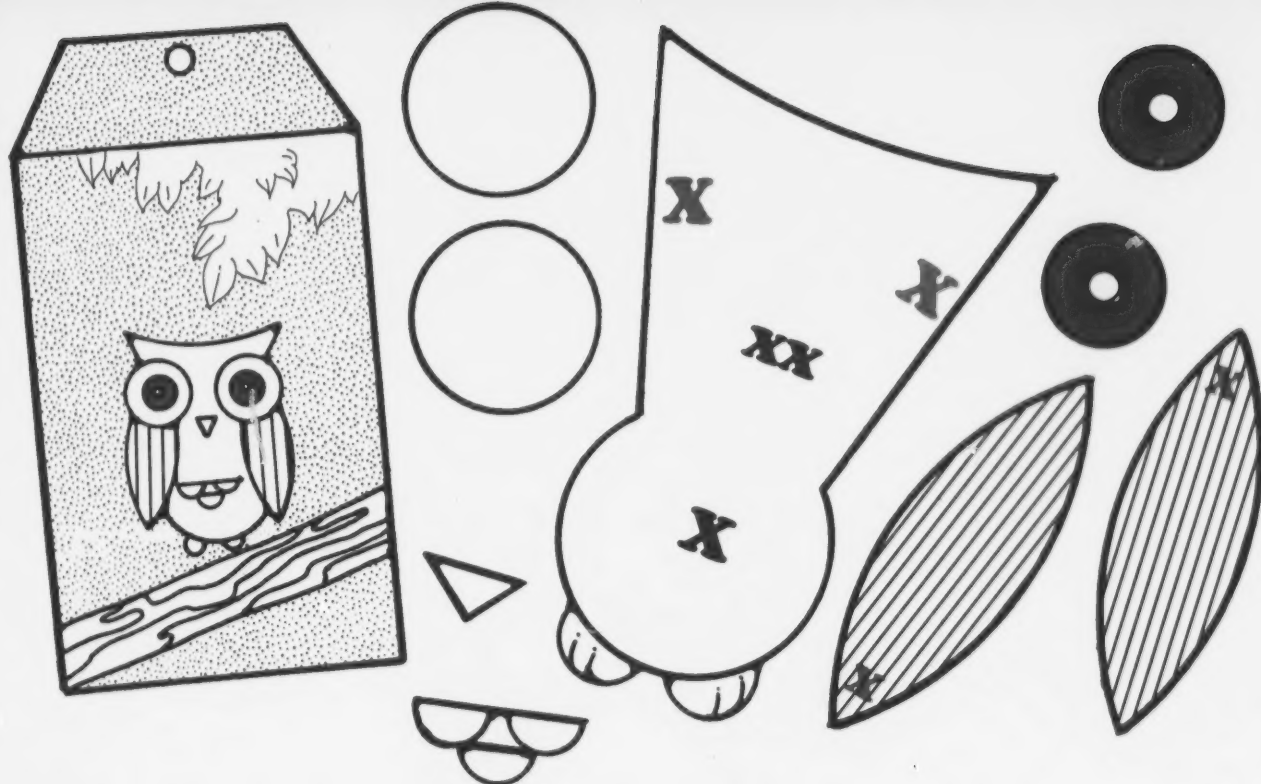
The student will follow a one-step oral instruction.

Directions:

Divide the students into two teams. Give each team a "rabbit" puzzle with each member of the team receiving one piece of the puzzle. Choose a strip of paper from the magician's hat and read it to a member of one of the teams. When the student has correctly performed the task as instructed, he contributes his piece to his team's puzzle, and then the other team is given a turn. The activity continues in this way until one team completes a "rabbit" puzzle.

Follow-up Activities:

1. Have the student draw a picture from oral instruction. He must listen and follow directions step by step. Sample directions: Draw a house. Draw a tree next to the house. Draw a cat in the tree.
2. Have the student color his picture from the oral directions given; for example, color the house pink.



Who-o-o-o's Following Directions?

Skill #020

Objective:

The student will follow one-step oral instructions.

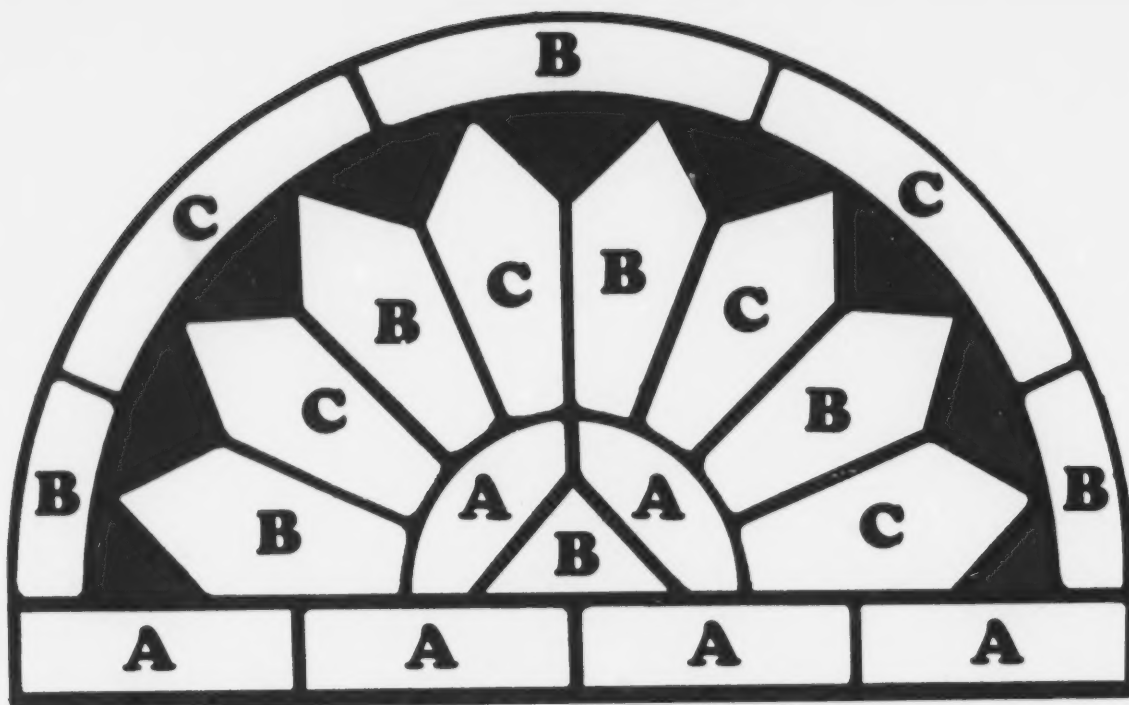
Directions:

Have the student take the felt shapes from the pocket folder and follow the oral directions indicated below:

1. Place the large felt shape containing the "x's" down first.
2. Place the shaded shapes with blue "x's" directly over the blue "x's" on the large felt shape.
3. Place the white circles over the blue "x's" on the shaded pieces.
4. Place the blue circles in the centers of the white circles.
5. Place the triangle shape over the two black "xx's."
6. Place the three half circles over the black "x."

Follow-up Activities:

1. After the student has completed the activity, have him give from memory the same oral directions to another student who will then complete the same picture.
2. Select one student to be "Wise Owl." Using the traditional format of the game "Simon Sez," have the "Wise Owl" give oral instructions to be carried out only if preceded by the phrase, "Wise Owl says."



Color all the shapes with an "A" red.
Color all the shapes with a "B" yellow.
Color all the shapes with a "C" blue.

Coded Color

Skill #020

Objective:

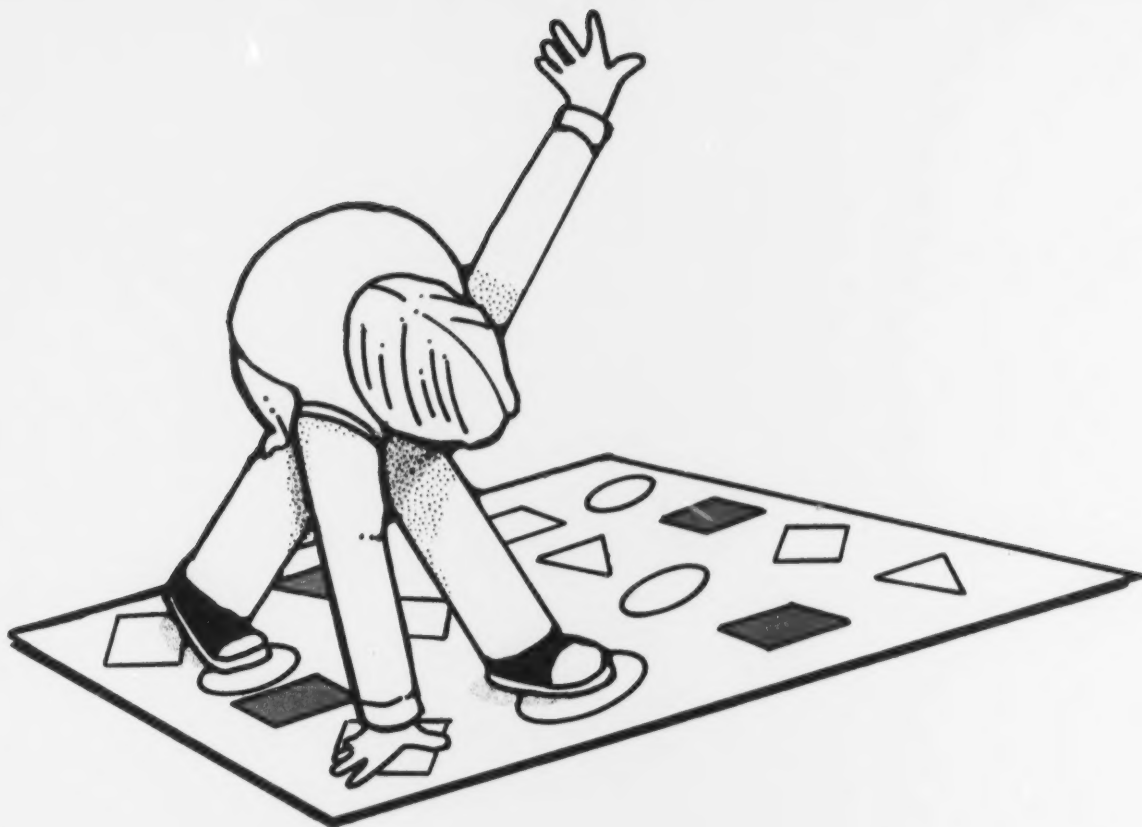
The student will perform a task by following a one-step oral instruction.

Directions:

After giving the student each of the oral instructions shown above, have him color the picture.

Follow-up Activities:

1. Have the student code a simple picture from a coloring book and then give a series of one-step oral instructions to another student who will color the picture.
2. Have the student create an original design and code it for coloring as in the activity above.



Direction Dance

Skill #020

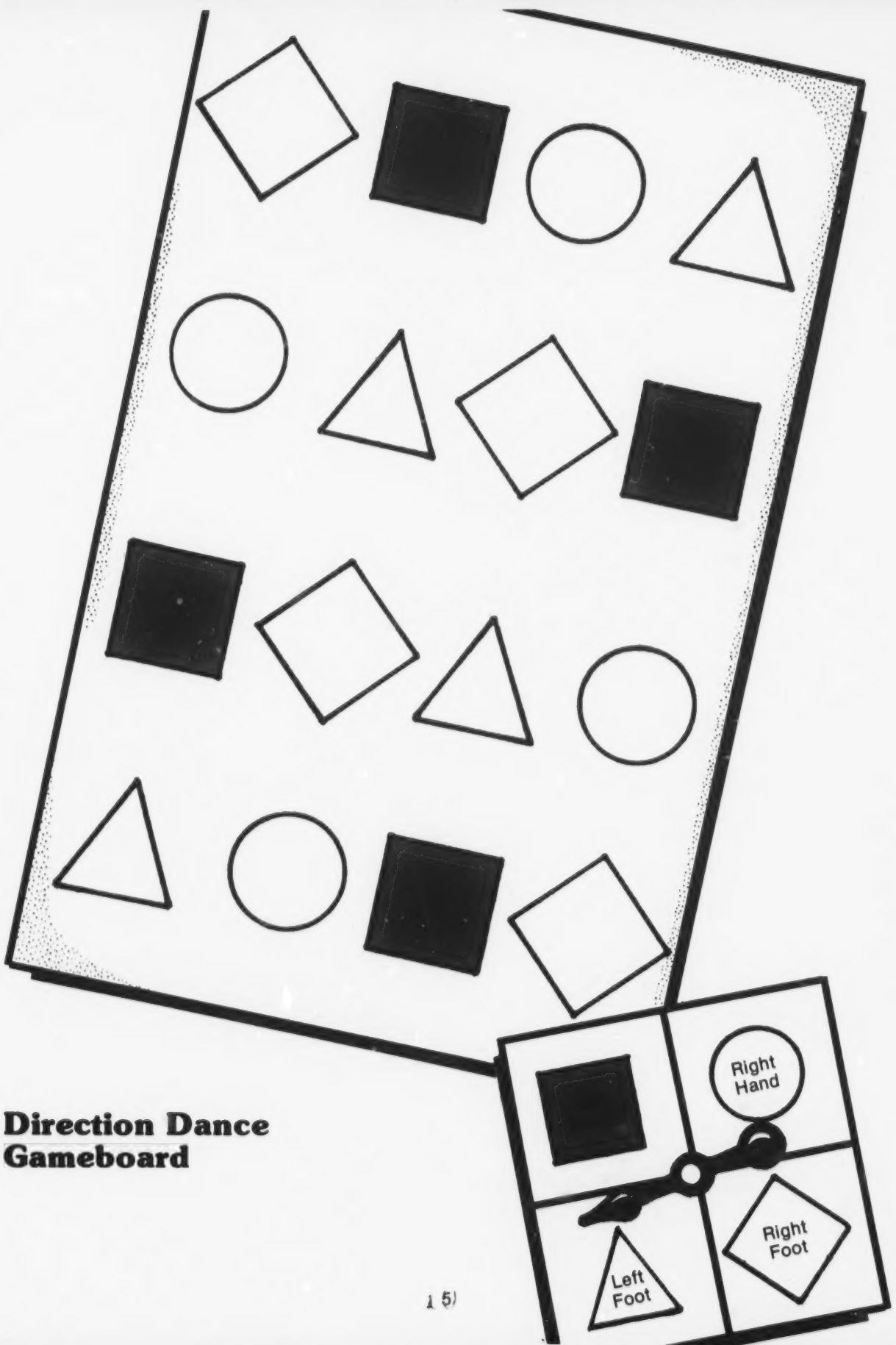
Objective:

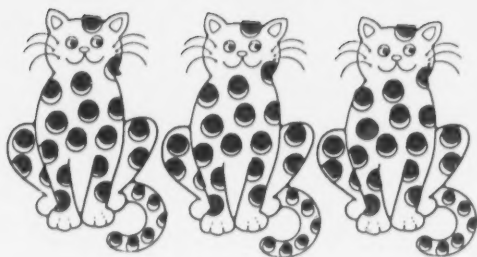
The student will follow a one-step oral instruction.

Directions:

This activity requires three participants. One person, usually the teacher, operates the spinner and checks responses. The other two players stand facing each other at opposite ends of the playing surface. Each participant should place his feet on two of the blank shapes directly in front of him. To begin play, the spinner spins the arrow for player number one. If the arrow points to the circle with "right hand" written on it, the player must find a circle and place his right hand on it. As play continues, the players take turns following the same procedure. It is necessary to keep both feet and hands in previous positions with only one limb stretching at a time. Note the example shown above. The play continues until one player loses his balance and touches the playing area with another part of his body or until one places his foot or hand on an incorrect shape.

Direction Dance Gameboard





Copy Cats

Skill #040

Objective:

The student will follow two or more steps of oral instruction.

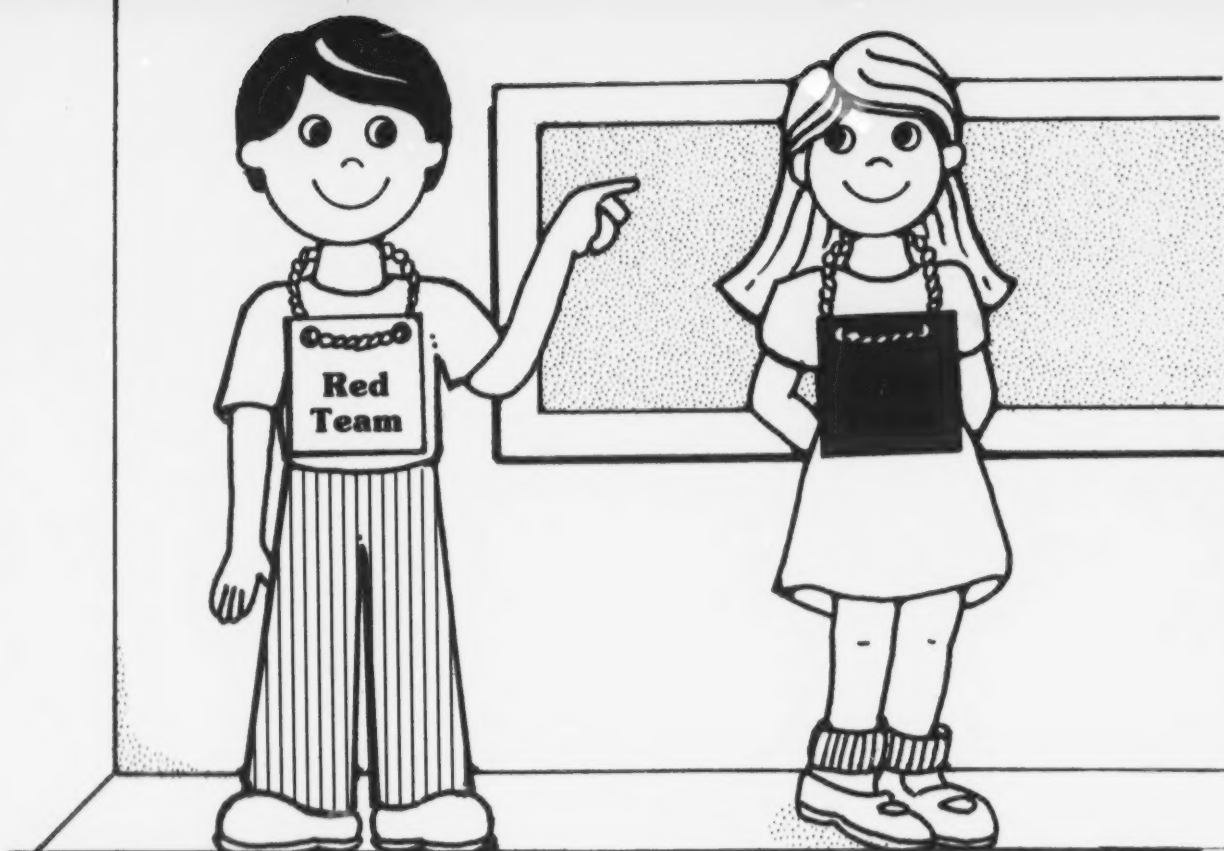
Directions:

This game is similar to "Follow the Leader." The teacher gives verbal instructions such as, "Clap your hands and meow like a cat." As the teacher demonstrates each task, the students must copy her.

Follow-up Activities:

1. Select a student to be leader. Play the game as suggested in the activity above.
2. Use a recording of the song "Hokey Pokey" and have the students follow directions as given.





Red and Blue

Skill #040

Objective:

The student will follow two or more steps of oral instruction.

Directions:

Divide the class into two teams and color code them red and blue. A student from the red team comes to the front of the class, calls on a student from the blue team, and gives him an oral direction; for example, "Mary, pick up the red pencil, say 'hello' to Bob, and walk backward to your desk." If Mary performs the task correctly, she receives five points for her team and goes to the front of the class to give directions to a member of the opposing team. If she does not successfully complete her task, she sits down and then the student from the opposing team receives five points and may call on another person from the blue team.

Follow-up Activities:

1. Have the winning team make up directions to give the losing team who will find a hidden object.
2. Have a student come to the front of the class, blindfold him and then give him directions similar to the following: "Walk two steps backward and one step to the right."

Going Batty

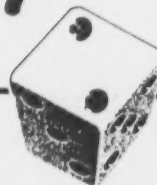
Skill #040

Objective:

The student will follow two or more steps of oral instruction.

Directions:

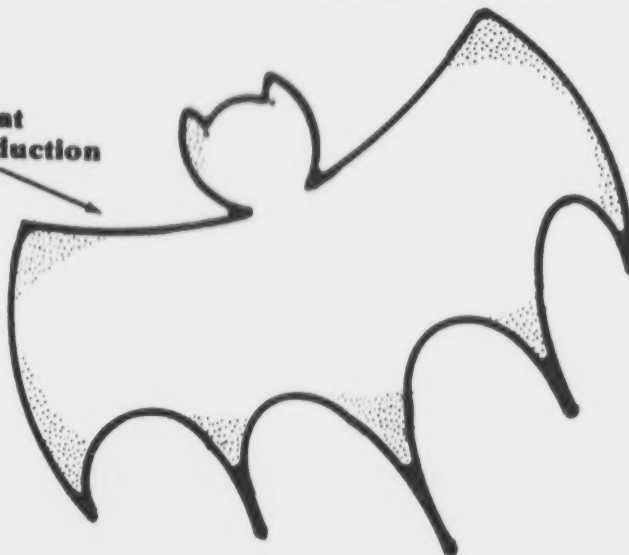
This game is played with three people. One is designated as the card reader. In alternating turns, have each player roll the die and move the number of spaces indicated. When the player lands on a bat, he draws a card and gives it to the reader. The directions are read orally, and the student who drew the card acts accordingly. A student may draw only one card per turn. The first one to reach the end is the winner.



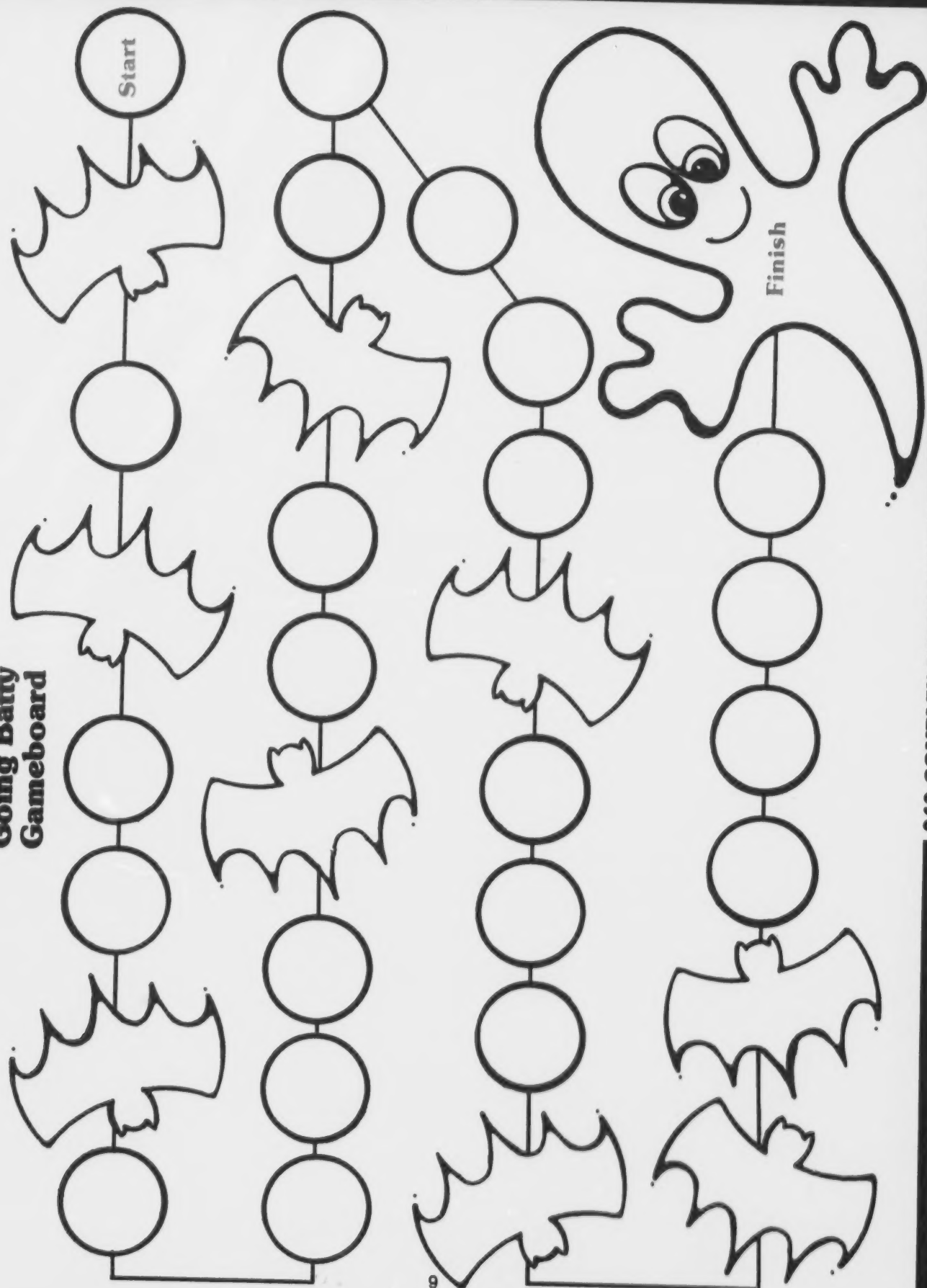
Sample bat cards

1. Move your opponent back three spaces and go forward two spaces.
2. Give this card to your opponent; opponent, go forward one space.
3. Go to the same space you are now on in the next row and move your opponent forward three spaces.
4. Move your opponent back two spaces and move your marker forward one space.
5. Go back six spaces and forward two spaces.
6. Go back two spaces and lose your next turn.

Sample bat
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Going Batty Gameboard



"Uh-oh Billy, your mother is coming! She is going to be very mad if she finds a giraffe in your room. This is what we'll do. The giraffe can sit on the bed and then we can put the tent over his head. We'll tell your mom that we're going to camp in here tonight."

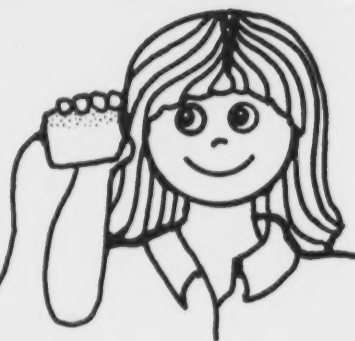
- a. A camping trip
- b. Helping mother
- c. Hiding a giraffe

DON'T eat with your fingers. DON'T drop your clothes on the floor. DON'T hit your sister. DON'T forget to take a bath. DON'T touch the pie. Does anyone have a DO that I can do?

- a. Finding something to eat
- b. Too many DON'T's
- c. DON'T forget my party

There is someone behind me that has been following me around all day long. He is much bigger than I am but I'm not afraid. When I eat he sits on the floor. When I go to bed he sleeps on the wall. He is my shadow. Look around—you might have one too.

- a. Afraid of shadows
- b. Someone who follows me
- c. Sleeping on the floor



Loud And Clear

Skill #060

Objective:

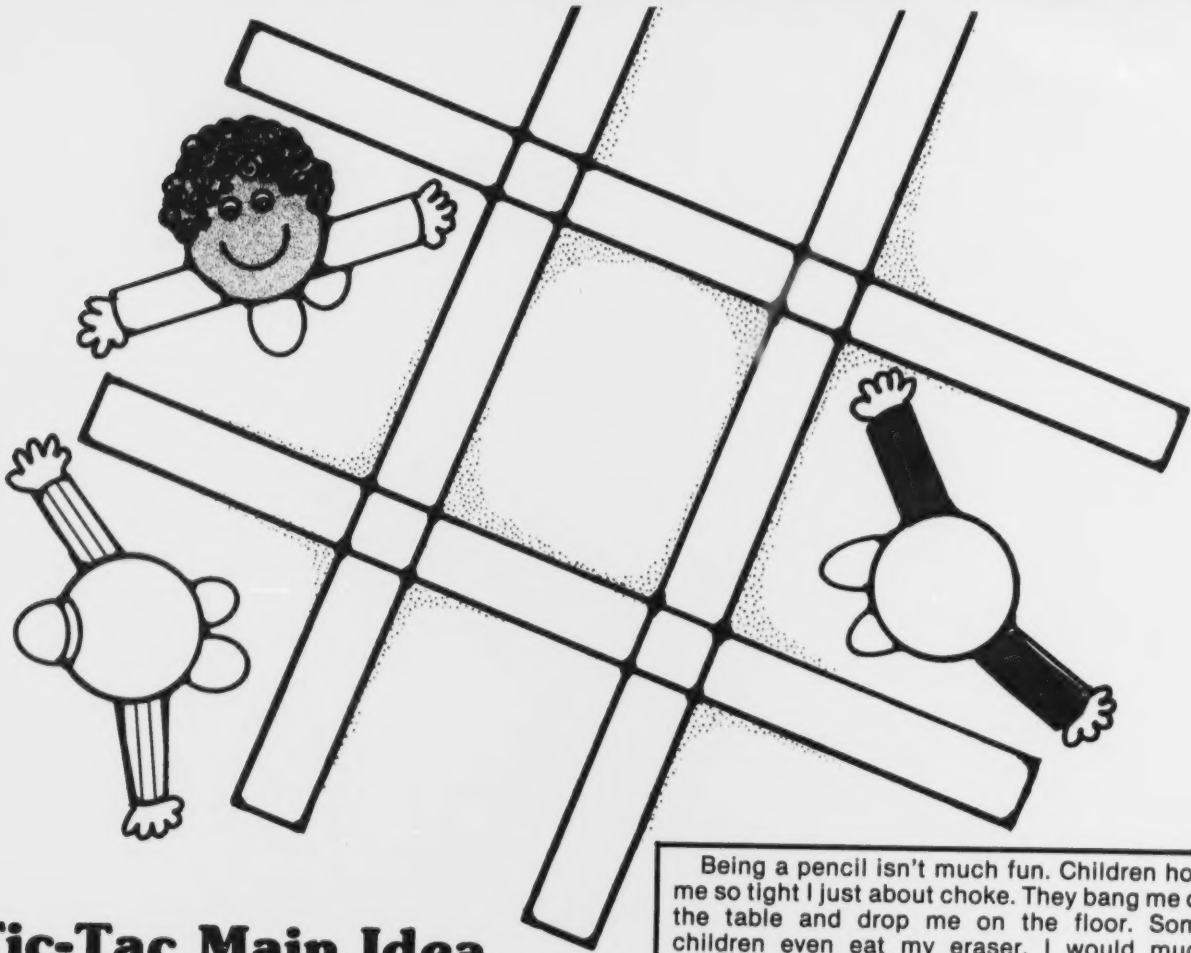
The student will listen to and relate the main idea of a story.

Directions:

Provide the students with short stories, such as the ones above taken from *Drawing Conclusions*, a Frank Schaffer publication. Put all of the main ideas of the short stories in an envelope. Have a student choose one and read it to a classmate. Have the students use a transmitter made from tin cans and string. After listening to the story through the receiver, the classmate gets to tell the main idea of the story.

Follow-up Activities:

1. Provide the student with an editorial from a current newspaper. Have the student read it to the class as if he were a newscaster. Call on another student to recap the story by relating the main idea.
2. Choose another article to read to the student and have him provide an appropriate title.



Tic-Tac Main Idea

Skill #060

Objective:

The student will listen to and relate the main idea of a story.

Being a pencil isn't much fun. Children hold me so tight I just about choke. They bang me on the table and drop me on the floor. Some children even eat my eraser. I would much rather be a pen living in a pocket.

- a. A tight squeeze
- b. Eating erasers
- c. A pencil who wanted to be a pen.

Directions:

Draw a grid as shown on a shower curtain or on several sheets of butcher paper. Divide the class into teams designated X and O. Select short stories, such as the one above taken from Frank Schaffer's *Getting the Main Idea*. In alternating turns, have a member from each team listen to a story and give the main idea. When a team member is correct, he claims a square. The first team to get three in a row wins.

Follow-up Activities:

1. Have the winning team identify the sentence in each story that relates the main idea.
2. Read the student a poem, such as "Bed in Summer" by Robert Louis Stevenson. After listening to each stanza as it is reread, the student will tell the main idea of it. Be sure that there is a thorough discussion of all stanzas; then have the student relate the general idea of the entire poem.

Fairy Tale	Main Idea	Cause	Effect	Drawing Conclusions
Cinderella	A young girl goes to a ball and wins her prince.	The shoe fit on her foot.	The Prince knew she was the one he had danced with at the ball.	Don't be boastful or you might be embarrassed.
Snow White & the 7 Dwarfs	A girl, living with 7 little men, is bewitched but saved by a prince.	The apple stuck in her throat.	The dwarfs were unable to awaken her.	Don't take food from strangers.
Little Red Riding Hood	A visit to her grandmother ends in disaster for the heroine.	He was hungry.	The wolf found himself a good meal.	Don't talk to strangers in the woods.
Hansel and Gretel	Two lost children are captured by a witch and almost lost forever.	He was not quite fat enough.	The witch decided to wait a while before eating him.	Don't go into strange sugar-coated houses.
Jack and the Beanstalk	A boy outwits a giant to regain his kingdom.	He was able to out run the giant.	He got home safely and chopped down the beanstalk.	Don't give up when your cause is just.
Sleeping Beauty	After a long sleep, a princess awakens to become a prince's bride.	She pricked her finger.	She slept for 100 years.	Be careful of sharp objects.
Rapunzel	A girl imprisoned in a tower finds her Prince Charming.	The girl let down her long hair.	The prince climbed up to the tower.	Don't make a bargain until you think about it first.
The Elves and the Shoemaker	Little men are rewarded for helping a poor craftsman.	They finished making the shoes.	They were given new suits of clothes.	Be grateful for favors you receive.
The Bremen Town Musician	Four lonely animals find a home.	They scared the robbers.	They had the house to themselves from then on.	Be kind to animals.
The Little Mermaid	A little creature of the sea meets disaster as a human.	She could not speak.	The prince did not recognize her as the one who had saved him.	Be satisfied with what you are.
The Ugly Duckling	An unattractive baby becomes a handsome adult.	He was so ugly.	Everyone made fun of him.	Don't judge others by appearances.

Fairy Tales

Skills #060, 120, 160

Objective:

The student will listen to and relate the main idea as well as the cause and effect of a fairy tale. He will draw conclusions based on the information given.

Directions:

Put the above fairy tales on tape or read them aloud to the students. On each page, there are two cards illustrating one of the listed skills. Work on one skill at a time. When the students are familiar with the fairy tales, provide them with tokens and a card. The object is to see who can match the most tokens to his card in a given amount of time. Continue the game until all three skills are covered.

Fairy tale statements are taken from *Making Kids Click*, written by Linda Polon and Aileen Cantwell, Goodyear Publishing Co., Inc. Santa Monica, California.

Main Idea
Cards

fairy tales

After a long sleep, a princess awakens to become a prince's bride.

An unattractive baby becomes a handsome adult.

A young girl goes to a ball and wins her prince.

**FREE
TALE**

A girl, living with 7 little men, is bewitched but saved by a prince.

Four lonely animals find a home.

Two lost children are captured by a witch and almost lost forever.

A visit to her grandmother ends in disaster for the heroine.

A boy outwits a giant to regain his kingdom.

Cinderella

Snow White and the Seven Dwarfs

Sleeping Beauty

Jack and the Beanstalk

The Elves and the Shoemaker

The Bremen Town Musicians



Hansel and Gretel

fairy tales

A visit to her grandmother ends in disaster for the heroine.

A girl, living with 7 little men, is bewitched but saved by a prince.

A girl imprisoned in a tower finds her Prince Charming.

Little men are rewarded for helping a poor craftsman.

**FREE
TALE**

Two lost children are captured by a witch and almost lost forever.

A boy outwits a giant to regain his kingdom.

A young girl goes to a ball and wins her prince.

A little creature of the sea meets disaster as a human.

The Ugly Duckling

The Little Mermaid

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fairy tales

The apple stuck in her throat.	She pricked her finger.	He was hungry.
The girl let down her long hair.	FREE TALE	He was able to out run the giant.
He was not quite fat enough.	He was so ugly.	They scared the robbers.

Rapunzel

The Bremen Town Musicians

The Elves and the Shoemaker

Sleeping Beauty

The Little Mermaid

The Ugly Duckling

Hansel and Gretel

Jack and the Beanstalk

Cause and Effect Cards

Cinderella

Snow White and the Seven Dwarfs

Little Red Riding Hood

fairy tales

The Prince knew she was the one he had danced with at the ball.	The dwarfs were unable to awaken her.	They were given new suits of clothes.
The wolf found himself a good meal.	FREE TALE	The witch decided to wait a while before eating him.
The prince climbed up to the tower.	He got home safely and chopped down the beanstalk.	She slept for 100 years.

fairy tales

Don't be boastful or you might be embarrassed.	Don't give up when your cause is just.	Don't judge others by appearances.
Don't go into strange sugar-coated houses.	FREE TALE	Be grateful for favors you receive.
Be kind to animals.	Don't make a bargain until you think about it first.	Don't take food from strangers.

Drawing Conclusions Cards

Cinderella

Snow White and the Seven Dwarfs

Little Red Riding Hood

Hansel and Gretel

The Little Mermaid

The Ugly Duckling

The Elves and the Shoemaker

Jack and the Beanstalk

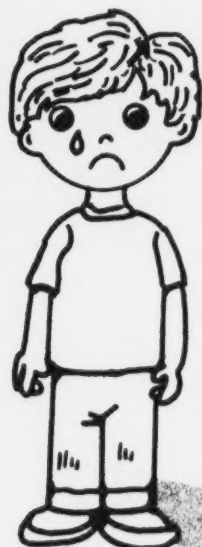
Sleeping Beauty

Rapunzel

The Bremen Town Musicians

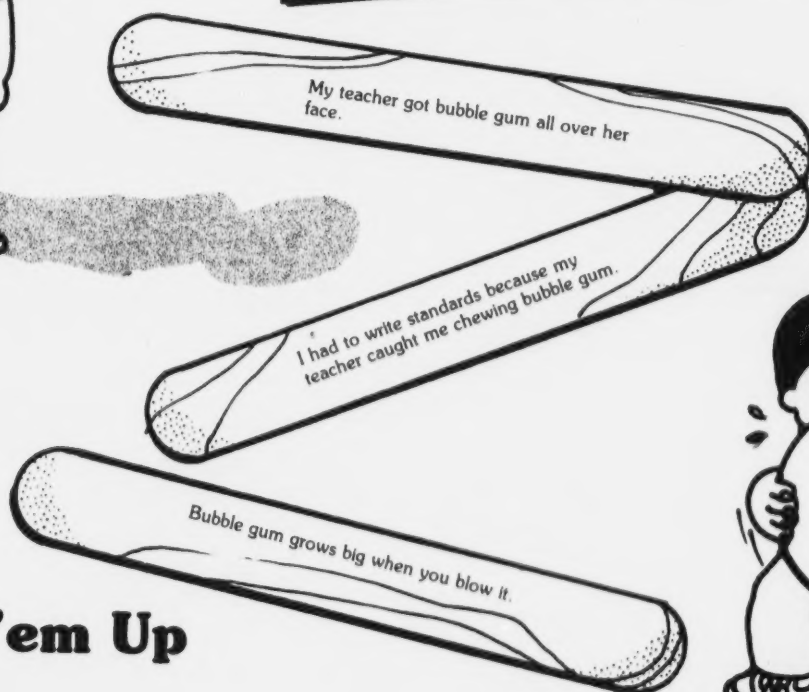
fairy tales

Be careful of sharp objects.	Be satisfied with what you are.	Don't give up when your cause is just.
Don't talk to strangers in the woods.	FREE TALE	Don't take food from strangers.
Don't go into strange sugar-coated houses.	Don't talk to strangers in the woods.	Don't be boastful or you might be embarrassed.



My teacher didn't notice my slipping a piece of bubble gum in my mouth. I chewed it slowly at first, then faster and faster. Soon the gum bounced around in my mouth. Now it was soft. My teacher still didn't see my chewing. I couldn't help myself, though. I pushed the gum over my tongue, took a deep breath and blew. Out came a little pink bubble. It grew bigger and bigger until it covered my whole face. Sometimes during baseball games, players chew gum. Suddenly I saw a pair of brown eyes through the bubble. In the next minute—pop! The bubble broke. It splattered all over my face. I could still see. The pair of eyes came closer. They belonged to my teacher. Uh, oh. My teacher has gum all over her face. Guess what I have to do now?

I will not chew gum in class.
I will not chew gum in class.
I will not chew gum in class.
I will not chew gum in class.



Stick 'em Up

Skill #060

Objective:

The student will relate the most important main thought or idea.

Directions:

Provide two or three students with tongue depressors containing three choices of main ideas for each short story. An example is shown above. Read aloud the story recorded above and the stories on the next page. When the student feels that he is holding the tongue depressor containing the correct main idea written on it, he must "stick it up" and read what is written on the tongue depressor to the class. If the student is correct, he receives a point. The student with the most points after all the stories have been read is the winner.

*Will my teacher ever believe me? I didn't do my homework because I was tired. Maybe I'll tell her my dog chewed it up. Or my baby brother wrote on it. Or that I lost it in the house. She might even believe I left it in my pants pocket and my mom put it in the washing machine. If it rains tomorrow I won't wear the pants. How about telling her my mom wrapped the garbage in it and threw it out? Of course, I could tell her a gust of wind blew it to Mars. Or a monster with blue dots took it off my desk when I was sleeping. Come to think of it, she'll never believe me. I'll tell her I was too tired to do it. That sounds pretty good.

One of these is the main idea . . .

- My teacher gives too much homework.
- Homework can be lost easily.
- The truth turns out to be the best excuse for not doing homework.

Stories for . . . Stick 'em up

*Our class had planned a school bus trip. My best friend and I were fighting about who would sit next to the window on the bus.
"You chocolate worm," he called me.
"You cross-eyed toad," I called him.
"I don't want to be your friend any more," he said.
For my birthday he gave me a set of racing cars. We decided not to talk to each other any more.
The day of the trip finally came. The bus pulled up in front of the school. It was time to go. Our class boarded the bus first. My ex-friend and I waited at the door and glared at one another. Suddenly we both snapped our fingers and smiled. I told my friend he could sit by the window on the way and I'd sit there on the way back. He told me he had the same idea.
We shook on it as we stepped up on the bus. Then we started laughing. There were no window seats left.

One of these is the main idea . . .

- My friend and I love to go on school trips.
- My friend and I settled an argument about who sits next to the window on a trip.
- My friend and I fight a lot.

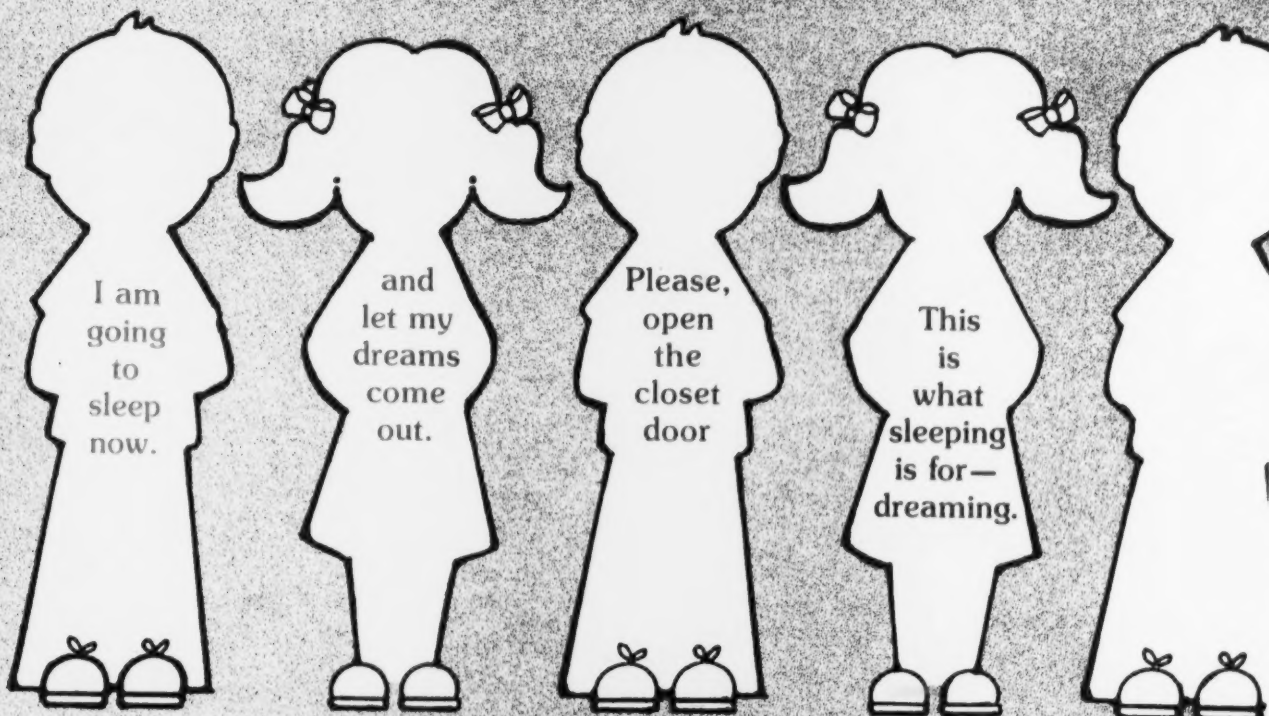
*My mom warned me this morning not to get my new clothes dirty. So at recess I ate at the lunch benches instead of on the yard. I sat down at a table near no one, but soon others came. I was careful. I zipped out my potato chips from my sack and started munching when suddenly I heard a scream.

"Watch out!" somebody yelled.
I looked up. A kickball headed straight for my table. Kerplot! It landed in the middle of the table. My potato chips flew up in the air and floated down all over me. A carton of milk on the table spurted upward. It rained chocolate milk all over me. On Fridays the cafeteria serves chili and beans. If that wasn't enough, a peanut butter and jelly sandwich shot out of someone's hand and stuck to my shirt.
I know my mother will never believe this. I can hardly believe it myself.

One of these is the main idea . . .

- Chocolate milk tastes good.
- When a kickball hit the table I got splattered with food and got my new clothes dirty.
- The peanut butter and jelly sandwich felt sticky.

*Stories taken from "Making Kids Click" by Linda Polon and Aileen Cantwell.



The Sentence Sequence Shuffle

Skill #080

Objective:

The student will relate ideas which follow one another.

Directions:

Divide the students into two teams. Orally give each team member a sentence or phrase from a paragraph as illustrated in the example. At a given signal, the students must shuffle themselves in order to make a sensible paragraph; record the amount of time it takes each team to do this. After three more rounds, the team completing four sensible paragraphs in the least amount of time is the winner.

Follow-up Activities:

1. Show a filmstrip of a fairy tale and then have the students recount the events in sequence.
2. Have the students dramatize the story from the filmstrip.

Correct sequence:
I am going to sleep now. Please, open the closet door and let my dreams out. This is what sleeping is for—dreaming.



***What You Need to Make the Cookie Dough**
 ½ cup sugar
 1 stick butter (4 ozs.)
 1 egg
 ¾ cup flour
 ¼ teaspoon vanilla

Mixing bowls
 Wooden spoon
 Measuring spoons
 Cookie sheet
 Measuring cups

Party Cookies

*What to Do to Make the Cookie Dough

1. Put butter and sugar into a mixing bowl.
2. Stir with a wooden spoon.
3. Now get an egg. Break egg into bowl. Mix the sugar, butter, and egg.
4. Add the flour and the vanilla. Mix some more. The dough should be nice and yellow.
5. Get a teaspoon. Drop rounded teaspoons of dough onto the cookie sheet. Make sure you leave spaces between cookies. You can make the cookies large or small.
6. Have an adult turn on the oven. Set the temperature at 375 degrees.

Add the flour and the vanilla. Mix some more. The dough should be nice and yellow.

Have an adult turn on the oven. Set the temperature at 375 degrees.

Get a teaspoon. Drop rounded teaspoons of dough onto the cookie sheet. Make sure you leave spaces between cookies. You can make the cookies large or small.

Now get an egg. Break egg into bowl. Mix the sugar, butter, and egg.

Put butter and sugar into a mixing bowl.

Stir with a wooden spoon.

Scrumptious Sequencing

Skill #080

Objective:

The student will relate ideas which follow one another in specific order.

Directions:

On the next few pages, students may find simple recipes to follow. Some recipes are more complicated than others. Cut the directions into strips such as the ones above and glue them onto paper. Mix up the sequence and read the directions to the student. After hearing the complete directions, the student must verbally recount the recipe in its correct order. For a group activity, write the directions on larger tagboard strips.

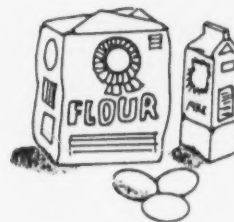
*Recipes are taken from *Goodtime Cookbook*, copyright 1973 by Xerox Corp., Middletown, CT.



* Stuffed Frankfurters

What You Need
 ¼ cup cracker crumbs
 ½ cup milk
 2 tablespoons yellow mustard
 ½ cup grated cheese
 8-10 frankfurters

Mixing bowl
Measuring cups
Measuring spoons
Wooden spoon
Table knife



What to Do

1. Have an adult turn on the oven. Don't do it yourself! Set the oven temperature at 400 degrees.
2. Place some crackers in a plastic bag. Crush the crackers with your hands. Pour the crackers into a measuring cup. Crush some more crackers. Fill the measuring cup three-quarters full.
3. Pour the cracker crumbs, milk, mustard, and cheese into a mixing bowl. Stir and stir.
4. Make a lengthwise cut into the top of each frankfurter.
5. Open the cut and fill with the cracker mixture.
6. Put the stuffed frankies side by side on a cookie sheet.
7. Place frankfurters in the oven. Bake for 20 minutes.

Serve frankfurters with ketchup, mustard, relish, etc.

Scrumptious Sequencing

* Orange Ball Delights

What You Need

1 cup crushed vanilla wafers
 ½ cup grated coconut
 ½ cup powdered sugar
 ½ cup frozen orange juice concentrate

Measuring cups
Measuring spoons
Mixing bowl
Dish

What to Do

1. Put some vanilla wafer cookies in a small plastic bag. Crush wafers with your hands. Pour the crushed wafers into a measuring cup.
2. Pour the crushed wafers into a mixing bowl. Add the coconut and sugar.
3. Pour in the orange juice.
4. Make sure everything is well mixed.
5. Now make some small balls.
6. Roll the balls in a dish of powdered sugar.
7. Store the balls in a covered jar overnight.

Makes about 36 orange balls.

* Fruit Shakes

What You Need

2 cups cold juice
 ½ cup powdered milk
 ¼ teaspoon vanilla
 Ice cubes

Measuring cups
Measuring spoon
Plastic shaker

What to Do

1. Pour 2 cups ice cold juice into a shaker. Use your favorite juice.
2. Put a ½ cup powdered milk into a shaker.
3. Add ¼ teaspoon vanilla and some ice cubes.
4. Put the top on the shaker.
5. Shake it up. Shake it like mad! Shake everything until smooth.
6. Pour into tall glasses. Garnish with whipped cream if you like.

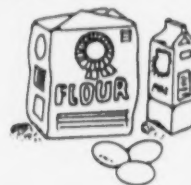
*Recipes are taken from
Goodtime Cookbook,
 copyright 1973 by Xerox Corp.,
 Middletown, Conn.



What You Need

8-ounce package cream cheese
2 tablespoons milk
1 can tuna fish
(6½ ounce)

Measuring spoons
Mixing bowls
Fork



*Tuna Cheese Sandwiches

Makes 4 BIG sandwiches

What to Do

1. Put cream cheese into a mixing bowl.
2. Add the two tablespoons of milk.
3. Mix everything.
4. Open can of tuna fish. Drain liquid.
5. Put tuna fish into the bowl and mix. Spread tuna-cheese on bread.

Scrumptious Sequencing

*Tasty Toast Topper

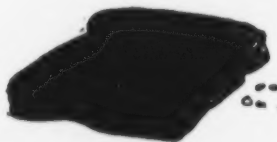
What You Need

3 tablespoons raisins
5 tablespoons peanut butter
2 tablespoons orange juice

Mixing bowl
Measuring spoons
Wooden spoon

What to Do

1. Measure everything and put into a small mixing bowl.
2. Stir well.
3. Spread on hot toast.



3 teaspoons = 1 tablespoon
2 tablespoons = 1 ounce
4 tablespoons = ¼ cup
1 cup = 8 ounces
2 cups = 1 pint
4 cups = 1 quart
1 stick butter = ½ cup butter

*Recipes from *Goodtime Cookbook*
copyright 1973 by Xerox Corp.,
Middletown, Conn.

*Raspberry-Orange Pops

What You Need

10-ounce package frozen raspberries
1 cup orange juice
4 or 5 paper cups (3½ or 4-ounce size)
4 or 5 wooden sticks

Mixing spoon
Mixing bowl
Measuring cup

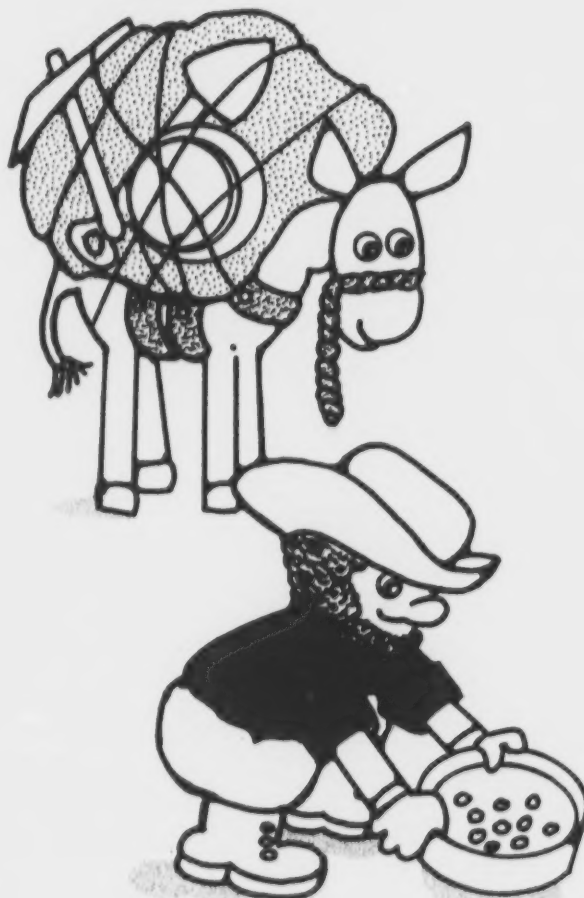
What to Do

1. Pour raspberries into a mixing bowl.
2. Crush raspberries with a spoon or fork.
3. Pour in 1 cup orange juice.
4. Stir everything up.
5. Pour mixture into small paper cups.
6. Put the cups in the refrigerator-freezer. Place a wooden stick in each cup as the mixture begins to freeze.
7. Freeze until hard.

When you're ready to eat the popsicle just rip off the paper cup!

The process of panning for gold can be learned better from observation than from description. Its object is to concentrate the heavier material, including the gold, if any, by washing away the lighter and worthless material. The pan is filled about three-quarters full of gravel, then submerged in water, preferably near a running stream, and stirred vigorously to disintegrate all lumps and clay. Larger pieces of gravel are picked out and discarded, then the pan is tilted slightly in the water and the miner gives it a rotary motion, rapidly reserving the movement after a quarter turn, and tapping the pan to wash off the lighter sand. This is continued until only the concentrates remain; these are run off into a bottle until enough have accumulated to repan them and separate any gold. The gold particles are picked up with a tweezer, or they may be amalgamated with mercury, which is subsequently retorted and the gold recovered.

Taken from Collier's Encyclopedia,
Volume 9, page 162



Panning For Details

Skill #100

Objective:

The student will listen to and identify details which support and develop the main idea of a paragraph.

Directions:

Let the student listen to the selection above. After establishing the main idea of "panning for gold," have the student describe details which support and develop the main idea of the selection. After a thorough discussion, the student may gather his own information about gold panning and present it to the class in the same manner.

Follow-up Activities:

1. Read to the students a paragraph containing such details as dates and names of people and places. Ask questions which require the students to recall those details.
2. Discuss an important story from a current newspaper. Have the students describe the supporting details.

*Clumsy Cornelius stepped on a tack.
He jumped through the ceiling and never came back.
Effect: He jumped through the ceiling.

*Just look at Harry so sad and so glum.
His jaw is worn out from chewing too much gum.
*Laurie stays up till midnight, sometimes till two.
That's why her eyes are red, white, and blue!



*The kids all call Jenny a real TV freak.
She watches it seventy hours a week.
*Elmer's eleven and still sucks his thumb.
That's why it looks like a fat, juicy plum.



Cause And Effect Express

Skill #120

Objective:

The student will relate the cause and effect of an event from a sentence.

Directions:

Have the students stand in a single line. The first child is the "engine," and the last one is the "caboose." Read sentences aloud similar to the ones above. The first student to give the correct cause or effect changes places with the one in front of him. The object of the game is to become the "engine" and to maintain that position the longest.

Follow-up Activities:

1. Verbally assign a cause or effect to each member of the "train." At a given signal, the "cars" must arrange themselves in appropriate pairs.
2. Play a recording, such as "Whenever I Feel Afraid" and have the students identify causes and effects found in the lyrics.

*Sentences taken from *Making Kids Click*, a 1979 Goodyear Publishing Co., Inc., publication by Aileen Cantwell and Linda Polon.



*I laid
that many eggs?*



Just look at Harry so sad and so glum.
His jaw is worn out from chewing too much gum.

Cindy ate only candy and sweets every day.
Now she's got cavities that will not go away.

Laurie stays up till midnight, sometimes till two.
That's why her eyes are red, white, and blue!

Samuel eats his Sweeties each day.
He wants to get strong and healthy that way.

Clumsy Cornelius stepped on a tack.
He jumped through the ceiling and never came back.

EFFECT: He jumped through the ceiling.

A Chicken With A Cause Makes An Effect On Its Egg

Skill #120

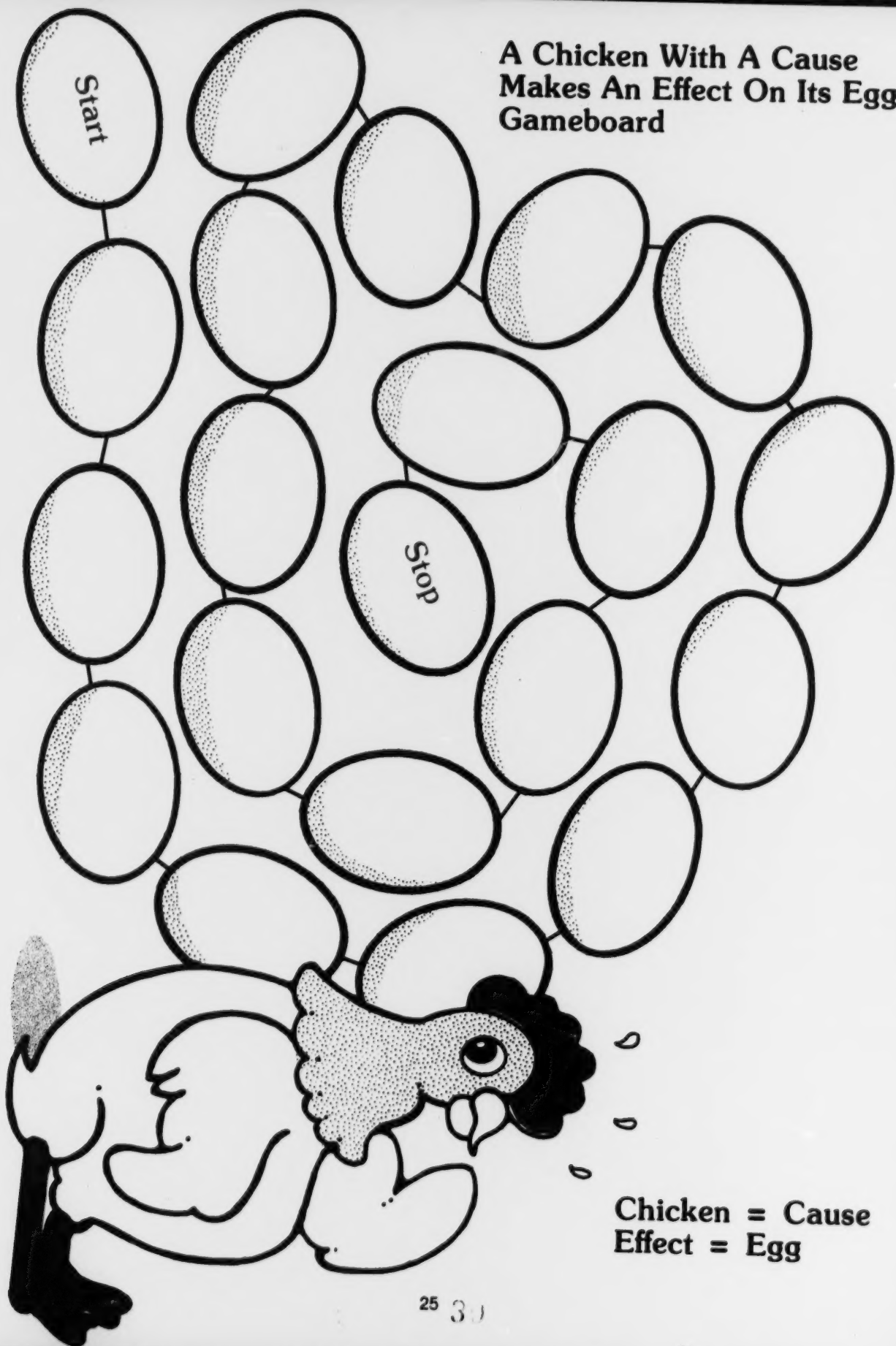
Objective:

The student will relate the cause and effect of an event from a sentence.

Directions:

At least three students are needed for this activity. One student is chosen to be the "rooster"; he is provided with "egg" cards, such as the ones shown above. The cards contain sentences that state a cause, an effect or both. Each player places his marker on "start." The rooster reads an egg card to the players alternately. If the player can identify the cause in the sentence, he says "chicken" and states it. If he can identify the effect, he says "egg." If one response is correct, he moves his marker one egg space. If both are correct, he moves three spaces. The game continues until one student reaches "stop."

A Chicken With A Cause Makes An Effect On Its Egg Gameboard



Chicken = Cause
Effect = Egg



It Bears Telling

Skill #120

Objective:

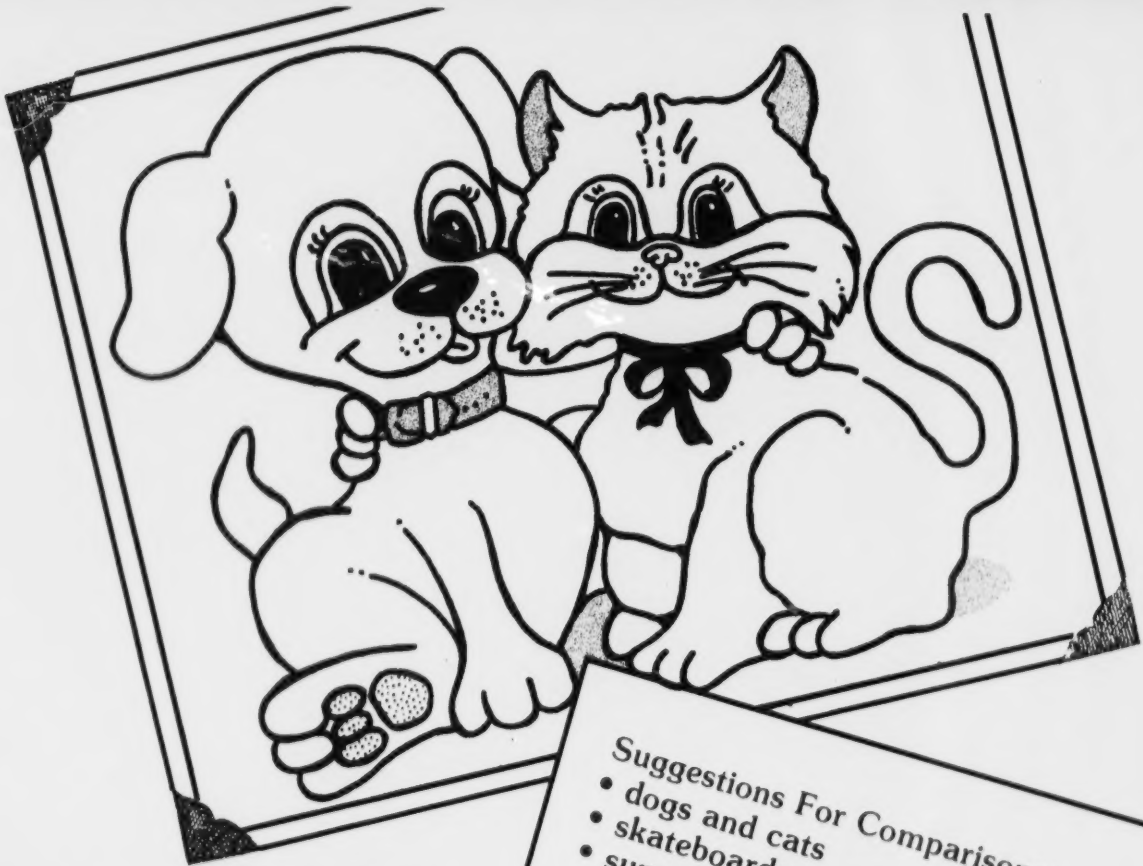
The student will relate the cause or effect of an event from a sentence or story.

Directions:

Make bear masks similar to the ones illustrated above and place them on tongue depressors. One student is the "Bear of Cause," and the other is the "Bear of Effect." Give a verbal sentence in which either the cause or effect is omitted; the designated bear must complete the thought with a relative response; for example, "Bobby Bear was in trouble when . . ."

Follow-up Activities:

1. Describe events from "Goldilocks and the Three Bears" and have the student determine whether each event is a cause or an effect.
2. When the principles of cause and effect are thoroughly understood, have one student select a fairy tale and then identify the cause of the main event of the story; have another student describe the details of its effect.



Compare The Pairs

Skill #140

Objective:

The students will relate similarities and differences in objects.

Directions:

Divide the students into two teams. Give each team the same set of words to compare; some examples are shown above. A member from one team begins play by stating that he is giving a similarity or a difference and makes the comparison. A member from the other team using the same pair of words follows the same procedure. A point is earned each time a correct response is given. Alternating between the teams and using the same set of words, the action continues until no more comparisons can be made. The team scoring the most points wins.

Suggestions For Comparisons:

- dogs and cats
- skateboards and surfboards
- summer sports and winter sports
- movies and television

Follow-up Activities:

1. Have the students compare people such as two presidents, two baseball players or two musicians.
2. For extra fun invite twins, identical or fraternal, to your classroom. If that is not possible, invite sisters or brothers and have the students note their similarities and differences.

The Taste Test

Skill #140

Objective:

The student will relate similarities and differences noted in edible objects.

Directions:

Provide the students with several choices of items, such as cookies, candies, crackers and peanut butter; have them conduct a taste test to verbally compare the similarities and differences in the items.

Follow-up Activities:

1. Blindfold the student and offer him several products for tasting. Have him state obvious similarities and differences and then rate them according to his preference.
2. Have two students who own the same type of pet, such as a dog or a cat, compare their pets' taste preferences.





Time For Toys

Skill #140

Objective:

The student will relate similarities and differences in objects.

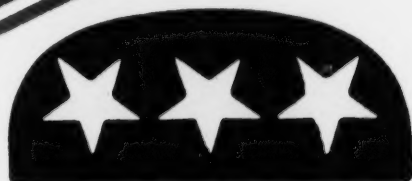
Directions:

Have each student bring his favorite toy to class. Begin a discussion of similarities and differences among the toys by asking the students questions about them. Encourage the students' own observations about the similarities and differences.

Follow-up Activities:

1. Have one student describe a room in his house. Have another student describe the similarities or differences of that room to a similar one in his own home.
2. Have two students write their own impressions of a birthday party and then give an oral account of it. Hold a group discussion, noting the similarities and differences in the two interpretations.

VOTE!



REPUBLICAN



DEMOCRAT



Poll The Difference

Skill #140

Objective:

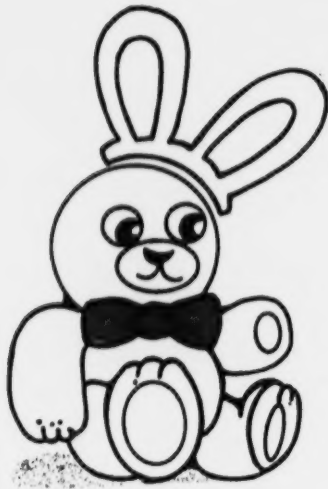
The student will identify similarities and differences in the two political parties.

Directions:

At first glance, the two major parties of our political system may seem to be at opposite ends of the political stick. Open a discussion of some of the obvious differences and similarities in the two parties.

Follow-up Activities:

1. Have the students research both political parties and draw further conclusions about their similarities and differences.
2. Have the students research election policies found in a democracy and in a dictatorship and then discuss the differences between the two.



It is Easter. ↗

It is Christmas.
↓



↖
It is Halloween.

The Bear Says

Skill #160

Objective:

The student will draw conclusions from information presented.

Directions:

One student acting as "bear" gives these sayings orally while another student draws an appropriate conclusion. With a correct response, the student may place the relative symbol on the bear's head.

The bear says the following:

1. There is an eerie crispness in the air. People are dressed in funny costumes, and there is an abundance of goodies.
Conclusion: It is Halloween.
2. Children are all dressed in their Sunday best, and brightly colored eggs are found behind every tree.
Conclusion: It is Easter.
3. There is a jingle here and a jingle there, and people are rushing everywhere.
Conclusion: It is Christmas.

The cat was sunning itself in the backyard. Suddenly it began growling. The hairs on its back stood up on end.

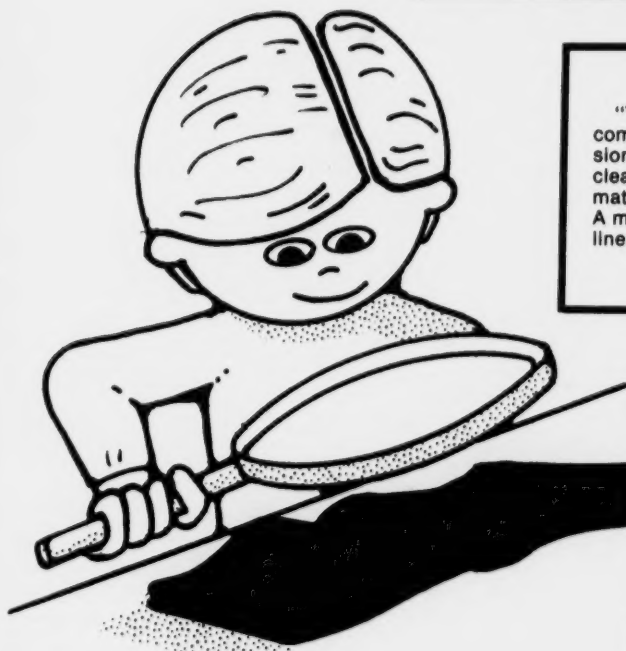
The cat probably saw a:

- a. bird ☒ b. dog c. ladybug

Mat and Nat look the same. People cannot tell them apart. They were born on the same day.

You can guess that Mat and Nat are:

- a. father and son b. cousins ☒ c. twins



"This process of forming opinions is very complicated. Often you can come to conclusions about things even when the idea is never clearly stated. When you do this with written material, it is called 'reading between the lines.' A more formal name for reading between the lines is *inference*."

"This is scary!" said Tom. "The wicked witch is turning everyone into frogs. Oh, oh. She just zapped that boy! Now he's a green frog with pink polka dots."

Tom is probably:

- a. visiting the zoo
☒ b. watching a movie
c. sitting in his classroom

"O.K. This is the big day," Jonathan Bird said. "First I flap my wings very fast. Then I take a running leap off this branch. Well, here goes! Blast off!"

Jonathan is probably:

- a. building a nest
b. learning to jump
☒ c. learning to fly

Reading Between The Lines

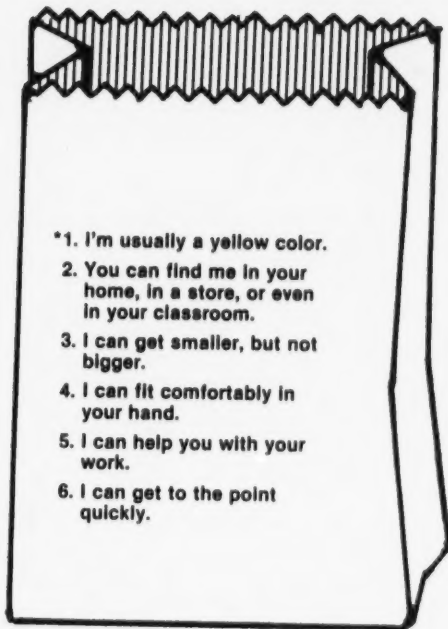
Skill #160

Objective:

The student will draw a conclusion based on the information presented.

Directions:

Encourage students to "read between the lines" by having them draw conclusions from the excerpts taken from Frank Schaffer's book *Drawing Conclusions*. Have four students stand in front of the class. Read each student a paragraph along with the three conclusions. If the student can give the correct conclusion, he remains standing. If the student cannot, he must sit down and another student may take his place. The student who remains standing the longest is the winner.



- *1. I'm usually a yellow color.
- 2. You can find me in your home, in a store, or even in your classroom.
- 3. I can get smaller, but not bigger.
- 4. I can fit comfortably in your hand.
- 5. I can help you with your work.
- 6. I can get to the point quickly.

- *1. I come in different sizes.
- 2. I can be twisted and squeezed.
- 3. Just rub me and I'm there to help you.
- 4. I can make things disappear.
- 5. Someday I'll disappear, too.

- *1. I come in different sizes.
- 2. I sometimes come in different colors.
- 3. I can move fast if you make me.
- 4. I hold things together.
- 5. I can stretch.

- *1. I have ridges.
- 2. If you look at me closely, you can see I come in different shapes.
- 3. I can be put into things.
- 4. You can carry me in your pocket.
- 5. Many people lose me.
- 6. You can turn me left and right.
- 7. You can get into things with me.

An inference is a statement about the unknown made on the basis of the known; this is often called an... "educated guess."

- *1. Sometimes it looks like I'm crying.
- 2. I love to be squeezed.
- 3. I have a lot of small holes and a few large holes in me.
- 4. I can hold something in me, then I can let it go.
- 5. I can be natural or man-made.
- 6. I make things cleaner.

- *1. I can make you neat.
- 2. Some people think my teeth need cleaning.
- 3. Sometimes you can part with me.
- 4. I can be kept in a purse or a pocket.

An Educated Guess

Skill #160

Objective:

The student will draw conclusions from information presented.

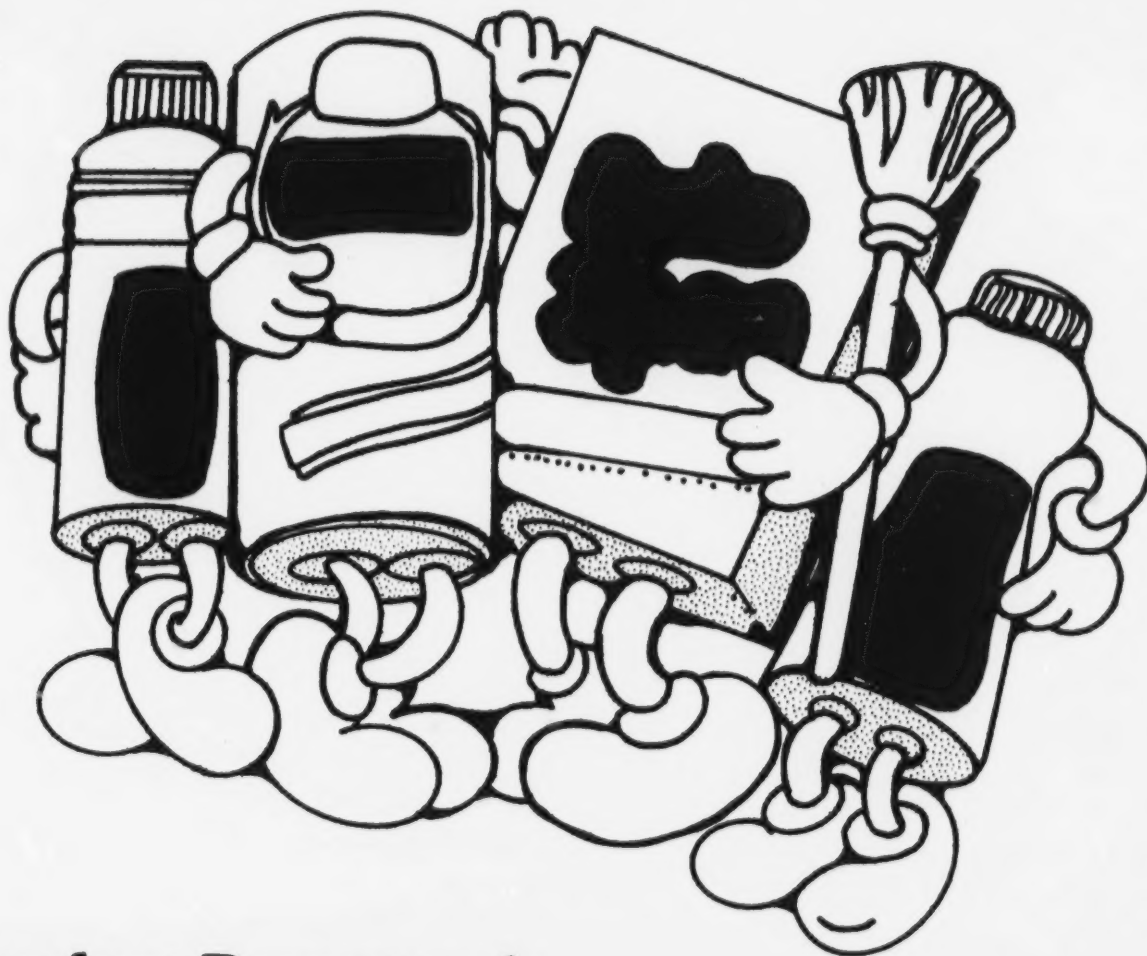
Directions:

Divide students into two teams. Have one student read the riddle written on the bag. Examples are shown above. The other team must try to guess what is in the bag. The team scores three points if it is guessed on the first try but loses a point with each additional guess. The team with the most points after a given period of time is the winner.

Follow-up Activities:

1. Have the students tell which clue helped them the most in guessing the object.
2. Have each team make up its own riddles for objects to be placed in the bags.

*Clues taken from *Making Kids Click*. Written by Linda Polon and Aileen Cantwell. Goodyear Publishing Co., Inc. Santa Monica, California.



Product Propaganda

Skill #180

Objective:

The student will recognize the following propaganda influences: stereotyping, the testimonial and the bandwagon.

Directions:

To prepare the cards for this activity, cut out advertisements from newspapers and magazines and paste each on a card. Write on the back of the card which of the three categories it represents. Examples of the cards are shown on the next page. Show one advertisement to the first member of two teams. If the team member correctly identifies the propaganda technique, he receives two letters from the word *propaganda*. If he is incorrect, the turn passes to the other team which receives one letter for a correct answer. Each new card alternates between the two teams. The first team to spell *propaganda* wins.

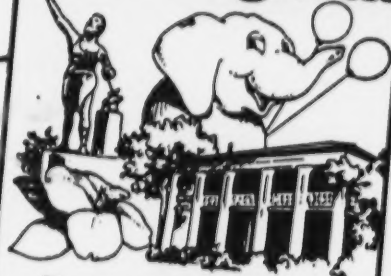
**America's
turning 7up**



Back Of Card

Bandwagon

**No Place
Like
Birmingham**



For the World's Largest
Cast Iron Statue,
the Jimmy Morgan Zoo,
Japanese Gardens
and AnteBellum homes.

Greater Birmingham Convention
and Visitors Bureau. 252-9825

Back Of Card

Stereotyping

Examples
Of Cards
For Product
Propaganda



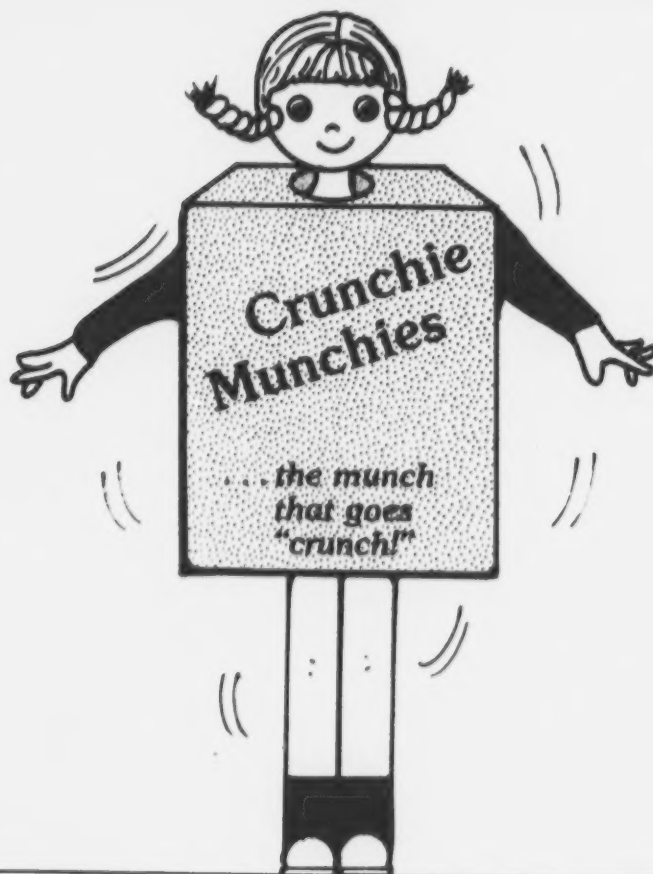
Back Of Card

Testimonial

Back Of Card

Stereotyping

FLORIDA
When you need it bad, we've got it good.



And Now A Word From Our Sponsor...

Skill #180

Objective:

The student will persuade someone to adopt or support certain ideas, attitudes or actions.

Directions:

Propaganda is all around us, especially in advertising. Have a thorough discussion of the techniques of propaganda, such as the bandwagon, stereotyping, and the testimonial. In an effort to persuade others to use the imaginary product, have the student design the packaging for it.

Follow-up Activities:

1. Have the student prepare a TV commercial to sell his product.
2. Allow the student to dramatize his commercial and to video tape it if equipment is available; conclude with a discussion of the effectiveness of the commercial.



Examples that can be put on gavels:

Hamsters make great pets.	Opinion
Boiling water kills germs.	Fact
Roosters lay eggs.	Fantasy
Parrots can talk.	Fact
Elephants have good memories.	Fantasy

You Be The Judge

Skill #200

Objective:

The student will determine whether something heard is fact, opinion or fantasy.

Directions:

Have a student choose and read aloud a statement printed on one of the gavels; then that student must ask another student to tell whether the statement is fact, opinion or fantasy. That student in turn will follow the same procedure by choosing a new statement or by making up one of his own.

Follow-up Activities:

1. Have each student, using a current newspaper, select a letter to the editor. Have the student evaluate each sentence as to fact or opinion.
2. Have the students compare and discuss the ways two letters to the editor, written on the same subject, differ in their opinions.

Sneezing is a reflex action.
FACT

Cow's milk is the best.
OPINION

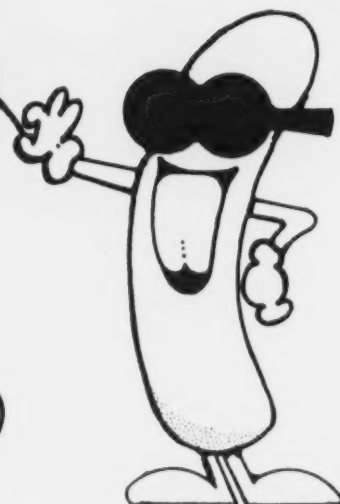
The poodle is the most popular breed of dog.
FACT

The queen bee is the boss of the beehive.
FACT

The owl is a wise animal.
FANTASY

The mane on a lion is pretty.
OPINION

The male bees are the drones.
FACT



Joints join your bones together.
A toad can give you warts.
Girls are more ticklish than boys.

FACT
FANTASY
OPINION

Hot Diggity Dog

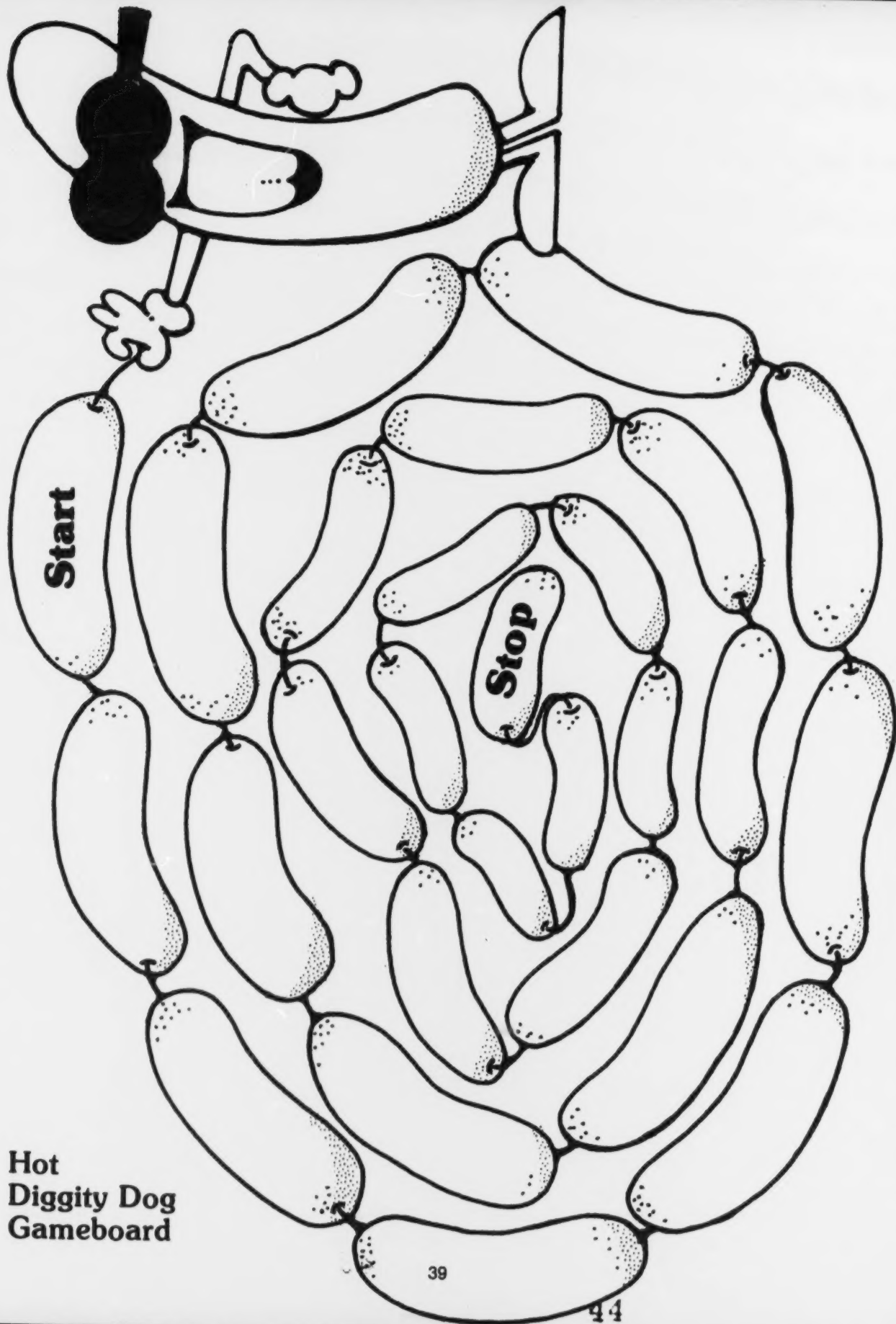
Skill #200

Objective:

The student will determine whether something heard is fact, opinion or fantasy.

Directions:

Any number of students may play this game with one student being designated as "Top Dog." Cards are made following the examples above, and the gameboard on the following page may be used. In alternating turns, have "Top Dog" read a card to each player who then must tell whether the statement is fact, opinion or fantasy. If the player is correct, he moves one space. The game continues in this fashion until one person reaches "Stop."



Hot
Diggity Dog
Gameboard

- Raccoons wash their food.
- Zebras have stripes to make them colorful.
- Catfish taste better than trout.
- A toad can give you warts.
- Your eye is like a camera.

FACT

FANTASY

OPINION

FANTASY

FACT



School Feud

Skill #200

Objective:

The student will determine whether a statement is fact, opinion or fantasy.

Directions:

This activity is played using the general format of "Family Feud" with an emcee and two teams. Compose a list of suitable statements similar to the ones above for each grade level. Each statement will be evaluated as to fact, opinion or fantasy. Team "A" begins the game; the first player on that team will have ten seconds to give his response. If that player is correct, his team receives 25 points; if incorrect, a player on team "B" may give the answer within a five second time span to receive ten points. The first team to receive 150 points is the winner.



At The Hop

Skill #220

Objective:

The student will choose a record to listen to for enjoyment.

Directions:

Have a classroom "sock hop." Ask the students to bring their favorite records from home. Have someone play each record. When the student hears his selection, he must lead the class in a "new" dance step.

Follow-up Activities:

1. Have the students, using the same records from the above activity, listen to each song and interpret its meaning. Then have each student write his own interpretation.
2. Have the group decide who wins the title of "Best Interpreter."

Name That Tune

Skill #220

Objective:

The student will listen to music for enjoyment.

Directions:

Select some records from your local media center and make a tape recording of the first ten seconds of numerous records. Write the name of each tune on an answer sheet. Divide the class into two teams and play the tape to see who can be first to "name that tune."

Follow-up Activities:

1. Have each student bring his favorite record to class. Record up to 60 seconds of each record to make a medley. Take a vote and title the medley.
2. Have a student, using a push-button phone, call another student and play a simple tune on the telephone. The following example is given:

Happy Birthday

1 1 2 1 # 6

Hap-py birth-day to you

1 1 2 1 # 3

Hap-py birth-day to you

1 1 # # 8 4 1

Hap-py birth-day dear (na-me)

6 4 2 1

Hap-py birth-day to you.



Airband Fever

Skill #220

Objective:

The students will listen to music for pleasure.

Directions:

This is a fun activity that helps students develop an awareness of rhythm, pitch and lyrics. Have the students work in groups; they must choose their songs and decide who will play which one of the instruments they have made from cardboard. For added fun, have them make up names for their airbands. When the students play the records they have chosen, have them "mime" the words and "play" their instruments in time to the music.

Follow-up Activities:

1. Have a "Jam Session" with all of the airbands participating. The airband that "mimes" the best wins the "Jam Session."
2. Invite a discussion on the origin of bands. Have students participate by sharing their feelings about their favorite bands, musicians and musical instruments.



Rate That Tune

Skill #220

Objective:

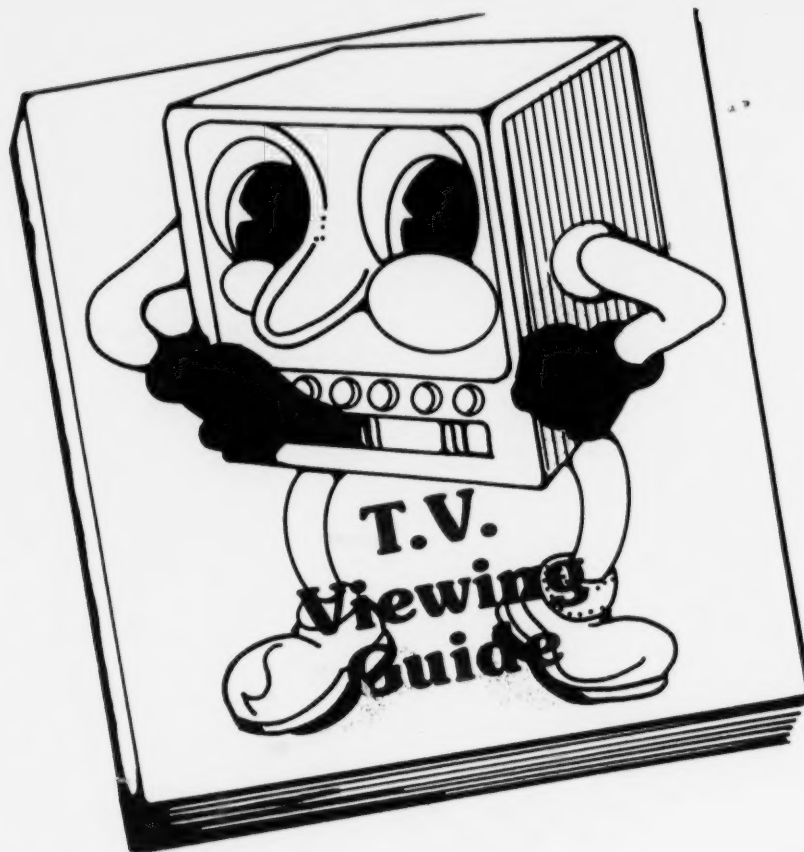
The student will listen to music for pleasure.

Directions:

Have the students bring their favorite records to class. Set up your own "Rate-A-Record" listening center with phonograph, listening phones, and rating sheets. Have each student listen to each record and rate it on a scale from 1 to 100.

Follow-up Activities:

1. Appoint one student to be the disc jockey; when all the rating sheets have been turned in, he will average the scores and rate the top ten tunes.
2. Play a variety of songs and have the student apply color to art paper, indicating the mood of the music he hears.



Television Viewing Guide

Skill #240

Objective:

The student will choose something to listen to for enjoyment.

Directions:

Provide the students with several *T.V. Guides* from which they must select television programs to watch. Each student will make a viewing guide and list his favorite programs for each day of the week; then he must exchange guides with another student and agree to watch three different programs not on his schedule.

Follow-up Activities:

1. Have the students, using the guides as a base, vote on the most popular program for each day. Make a chart with the days of the week and post the "Best Bets" on T.V. weekly.
2. Choose one student daily to give the critique the following day on the "Best Bet" for that day.

Pros And Cons Of Television

Skill #240

Objective:

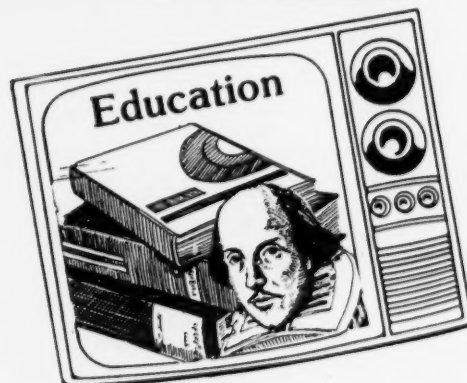
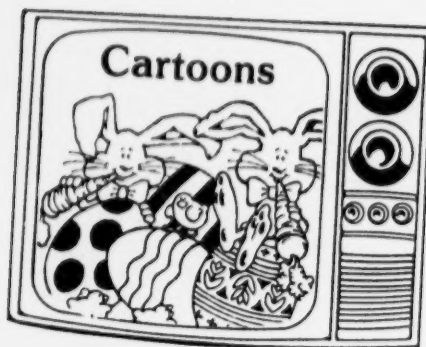
The student will listen to television for enjoyment and for discussion.

Directions:

Divide the students into several groups, each with an elected captain. Each group will discuss the pros and cons of television, including such issues as too much violence and not enough educational shows. Each captain will present the views of his group.

Follow-up Activities:

1. Hold a debate on the pros and cons of television. Have students draw cards to determine which side they represent.
2. Plan a field trip to a local television station for first-hand observations.





Family Television

Skill #240

Objective:

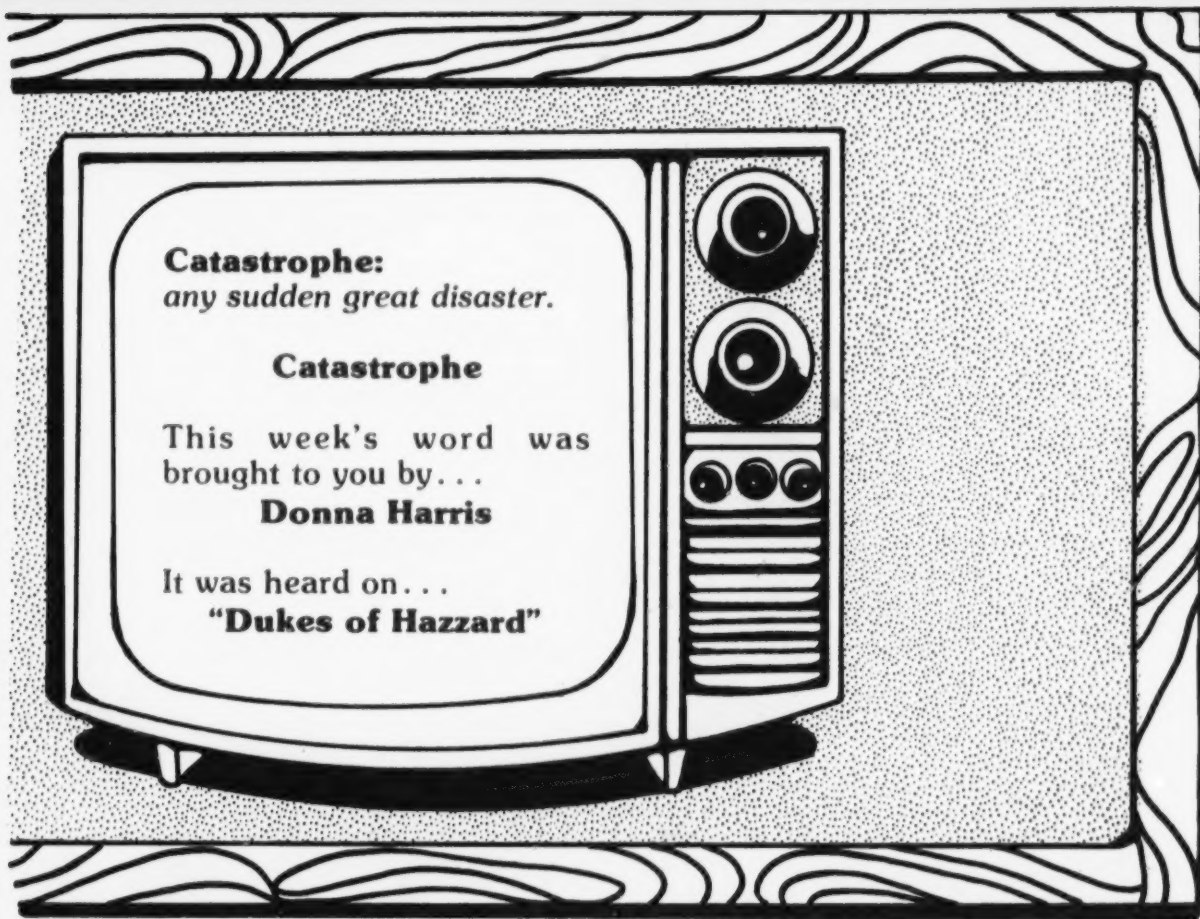
The student will choose a television program to listen to for enjoyment.

Directions:

Students may get an inaccurate idea of the "typical" family from viewing television. Select several television programs about family life for them to view. Ask the students to list what they think is realistic and unrealistic about the television families as compared to "real" families. Hold a thorough discussion after the viewing.

Follow-up Activities:

1. Have students compare the television families to their own.
2. Have each student prepare a half-hour television program involving his own family.



Weekly Words

Skill #240

Objective:

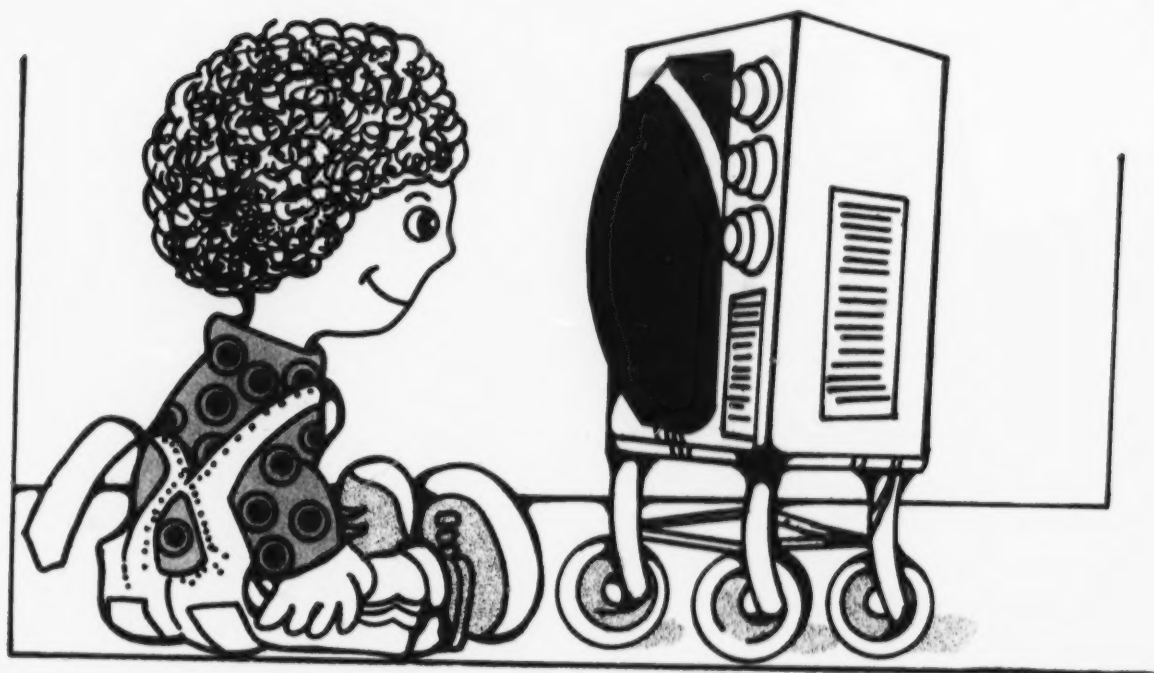
The student will generate vocabulary development through careful listening to the television shows.

Directions:

Have students listen for new words while watching their favorite television programs. Have them record the words, their meanings, and the shows on which they were heard. A bulletin board T.V. (shown above) will feature a new word each week. During the week, use the featured word in daily activities. Make sure that each student features one word during the year.

Follow-up Activities:

1. Have the students create a T.V. show—a talk show, a soap opera, a comedy, etc. Divide the students into committees to create the characters, to design the sets, and to write the short script.
2. Have the students produce the T.V. show.



Movie Reviews

Skill #240

Objective:

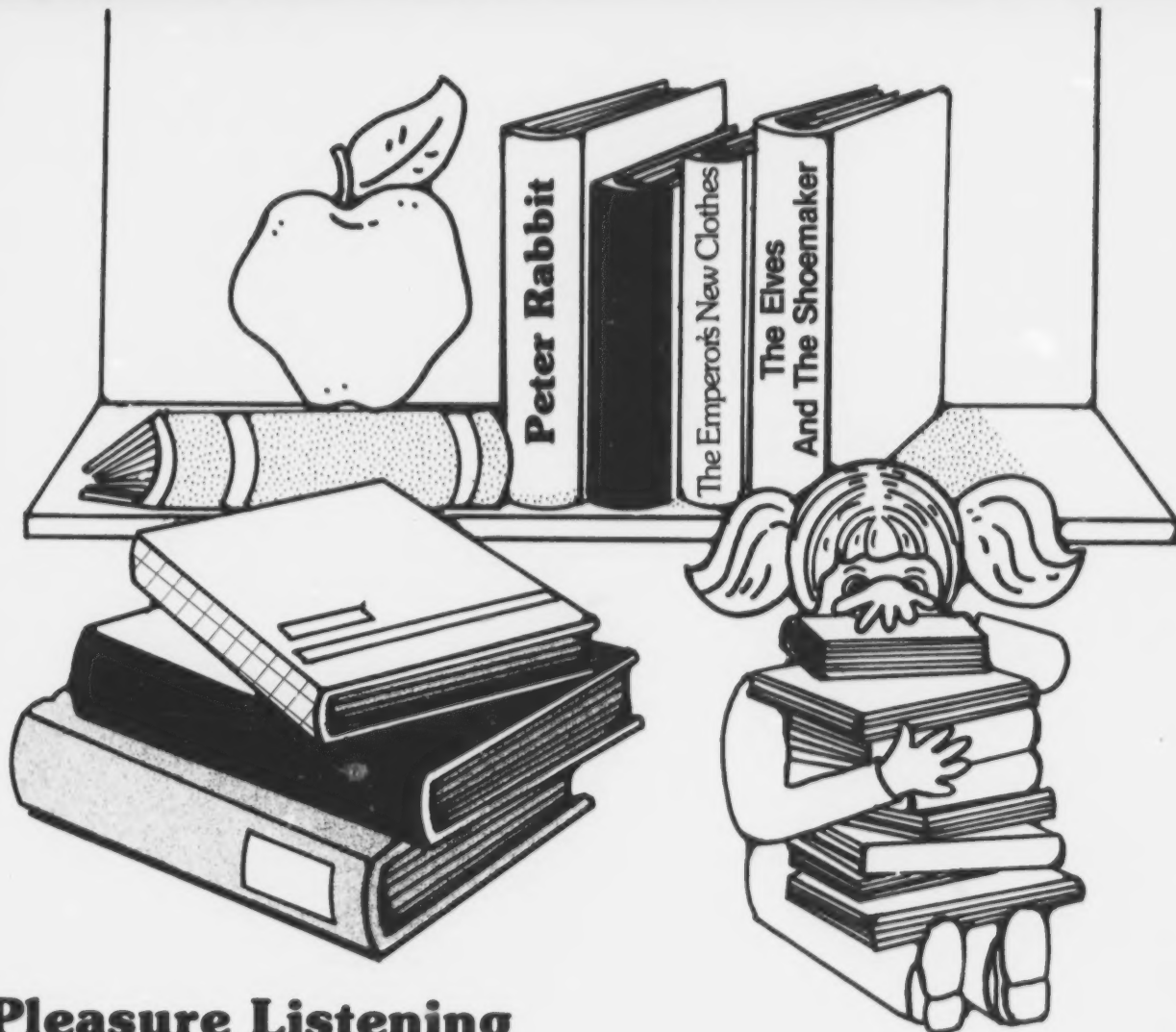
The student will choose a television movie to watch for enjoyment.

Directions:

Have each student select a movie to view during the coming week; then have him tell his reasons for choosing it and give his expectations for the show.

Follow-up Activities:

1. Have the student present an oral review of the movie he watched.
2. Have the student compare his review to the synopsis in the *T.V. Guide*.



Pleasure Listening

Skill #260

Objective:

The students will choose something to listen to for enjoyment.

Directions:

Have the student choose a selection from the school library for his teacher or for another student to read to him. Set aside time each day for pleasure reading. Have the student who picked the selection give his reasons for choosing it.

Follow-up Activities:

1. Tape the stories that the students enjoy most. Do not forget to include the title and the author.
2. Introduce older students to books in a series, such as the Bobsey Twins, the Nancy Drew Mysteries, Henry Huggins, and the Hardy Boys.



Turn The Radio On

Skill #260

Objective:

The student will listen to radio shows for enjoyment.

Directions:

Old-time radio stories can be very enjoyable to listen to and can sharpen listening skills as well. Some examples of the old radio programs are the following: "The Shadow Knows," "The Lone Ranger," and "Burns and Allen." Obtain one or two of these old radio tapes from a record shop and play them for the students. Let the students take a trip down memory lane.

Follow-up Activities:

1. Have the student, based on his impression of the voice of one of the characters in the broadcast, give a detailed description of that particular character.
2. Provide students with play scripts that could double as radio broadcasts. Have the students use strong expression and sound effects. After several rehearsals, tape the play as if it were a radio broadcast.



Yummy Descriptions

Skill #280

Objective:

The student will describe an object.

Directions:

Provide each student with a card that depicts a particular food. Have the student imagine that he is the object and then have him describe himself and all phases of his existence. The first student to guess the identity of the object receives one point.

Follow-up Activities:

1. Call out a list of words and phrases naming sweets, such as taffy, bubblegum, strawberry shortcake and licorice. Have the students write down what comes to mind when the word is read and then compare the responses.
2. Display five or six edible objects on a table and allow the students to view them. Have the students close their eyes while one object is removed. Then ask students to describe the object that was removed according to size, color, shape and texture.



Back To Back

Skill #280

Objective:

The student will describe a person.

Directions:

Have the students group themselves into pairs and observe each other for one minute. When time is called, the students must stand back to back and answer the following questions:

1. What is the color of your partner's hair?
2. What is the color of your partner's eyes?
3. What color of shirt is your partner wearing?
4. How tall is your partner?

Follow-up Activities:

1. Have each student observe a friend for a day and then make notes about his physical appearance, his personality, his interests and his attire. Have each student give a verbal description of his friend and have the others guess his identity.
2. Have a student assume the identity of a famous person. The others may ask questions answered by "yes" or "no" until the identity is revealed.



A Boxed Surprise

Skill #280

Objective:

The student will list characteristics of an object.

Directions:

Collect a variety of objects that represent different textures and shapes and place them in a box. The box lid should have a hole cut in it large enough for a hand to be inserted but small enough so that the items cannot be seen. One student should be selected to feel an object inside the box and to give a description of its texture, its size and its shape. The person who guesses the identity of the object from this description has the next turn.

Follow-up Activities:

1. Have the student pull the object out of the box for the other students to inspect. The students should then determine whether the description was accurate or inaccurate.
2. Have the students take turns describing an imaginary object and seeing if the others can guess its identity.

Dictionary



Password

Skill #280

Objective:

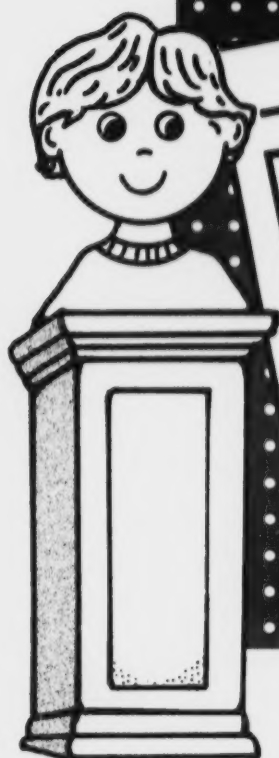
The student will verbally describe an object.

Directions:

Play "Password" with words that name objects. One student should sit in front of the class, facing the others. Write a word on the chalkboard in full view of the class, but so that the child who is "it" cannot see the word. The object of the game is for "it" to guess the word from one-word clues given by his classmates. The student who gives the clue which enables "it" to guess correctly becomes "it" next.

Follow-up Activities:

1. Prepare a series of clues that describe a famous person. Give one clue at the beginning of the day and add others until a student identifies that person.
2. Give the students a situation, such as taking a test or entering a new school, and have the students describe their feelings.



AUCTION

NO STARTING BID LOWER THAN _____

TYPE OF MERCHANDISE _____

REGARDLESS OF VALUE _____

Auctioneer _____

Auction Time _____

*"One person's junk
is another person's treasure."*

Author Unknown

Going, Going, Gone

Skill #280

Objective:

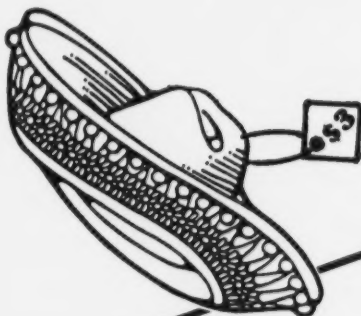
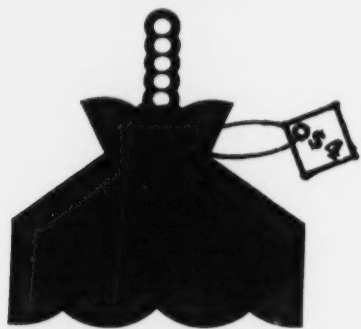
The student will verbally describe an object.

Directions:

Have each student bring an item he wishes to sell at an auction. Set up the auction by displaying the merchandise and by giving the starting bid of each item. Assign each student a number, provide him with a form, such as the one shown above, and instruct him to create a personal sales pitch. Issue an equal amount of play money to each student for bidding. When the student's number is called, he becomes the auctioneer and gives his sales pitch. The audience responds by bidding for the items of their choice.

Follow-up Activities:

1. Have students obtain information about various types of auctions and their history. Hold a round table discussion.
2. Invite an auctioneer to hold a mock auction.



STRICTLY
CASH



A Poem For An Auction

•Sold to the Highest Bidder!
I went to an auction
At a store the other day
I saw one hundred different things
That were put on display

The people were all crowded
In chairs from end to end
Deciding what they wanted
And how much they would spend

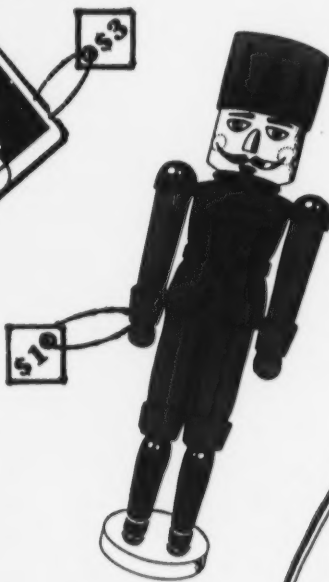
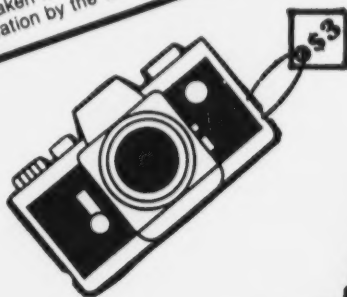
Welcome, ladies
Welcome, gentlemen
Hope that you are ready
For the auction to begin

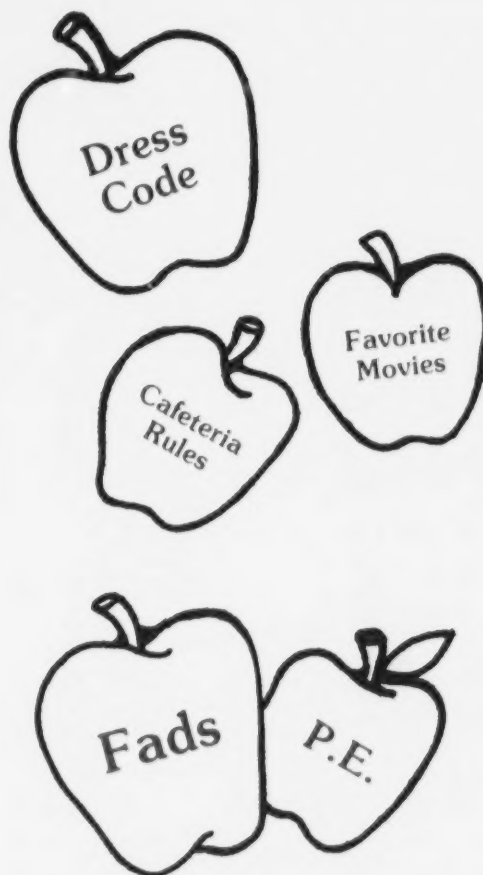
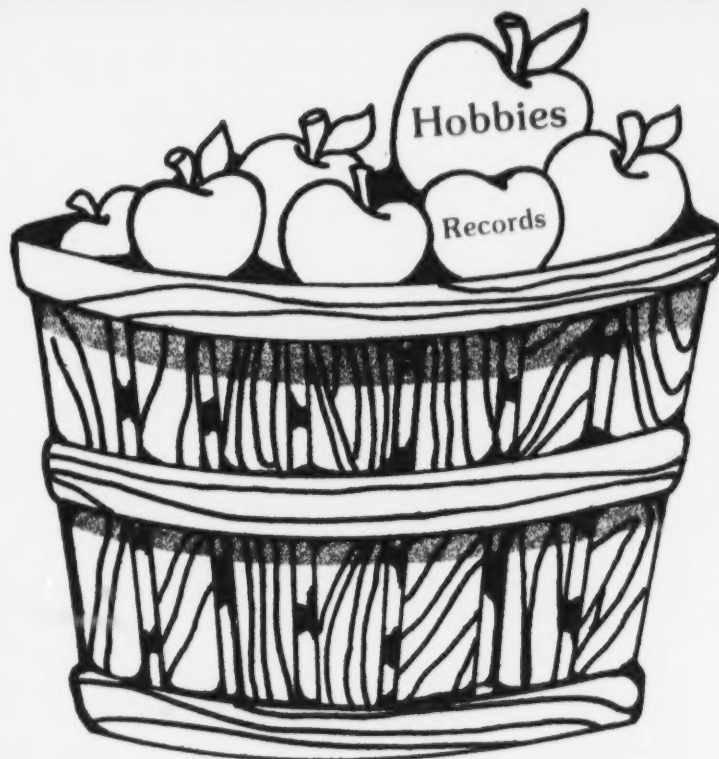
*The poem is taken from the book Economy Size by Carol Kootzman and Joyce King,
a 1978 publication by the Goodyear Publishing Co., Inc., Santa Monica, California.

What will you pay
For this beautiful vase
Oh, I hear ten dollars
Will anyone else raise?

Going
Going
Going
Gone!

To the lady over there
Sold to the highest bidder
Announced the auctioneer





Pick A Topic

Skill #300

Objective:

The student will exchange information or opinions through verbal interaction.

Directions:

Have a student pick an apple from the basket and then initiate a discussion of the topic written on the apple by giving a single statement. He then passes the apple to another student who continues the discussion by adding another statement; this process continues until all students have had a turn.

Follow-up Activities:

1. Prepare cards, each containing two characters for role playing; for example, character one is a fireman at the scene of an accident, and character two is a reporter for the six o'clock news. Give the cards to pairs of students and have them dramatize a scene involving their characters.
2. Have the pairs of students pretend to be friends who meet in the grocery store after having not seen each other for some time. Role play for one or two minutes.



Lincoln at Springfield
June 16, 1858

*Mr. President and Gentlemen
of the Convention:*

If we could first know *where* we are, and
whither we are tending, we could then bet-
ter judge *what* to do, and *how* to do it.

We are now far into the *fifth* year, since a
policy was initiated, with the avowed object,
and confident promise, of putting an end to
slavery agitation.

Under the operation of that policy, that
agitation has not only, *not* ceased, but has
constantly augmented.

In *my* opinion, it *will* not cease, until a
crisis shall have been reached, and passed.

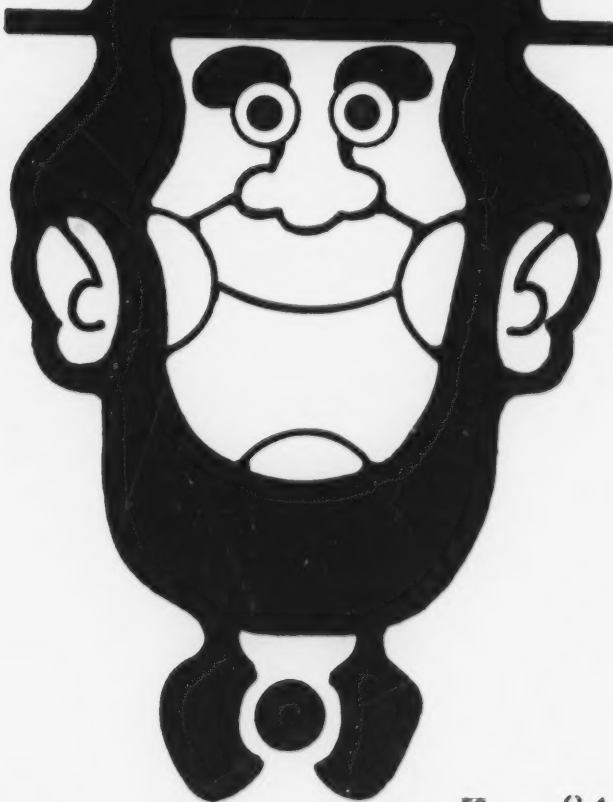
"A house divided against itself cannot
stand."

I believe this government cannot endure,
permanently half *slave* and half *free*.

I do not expect the Union to be
dissolved—I do not expect the house to
fall—but I do expect it will cease to be divid-
ed.

It will become *all* one thing, or *all* the
other.

Either the *opponents* of slavery, will ar-
rest the further spread of it, and place it
where the public mind shall rest in the belief
that it is in course of ultimate extinction; or
its *advocates* will push it forward, till it shall
become alike lawful in *all* states, *old* as well
as *new*—*North* as well as *South*.



The Great Debate

Skill #300

Objective:

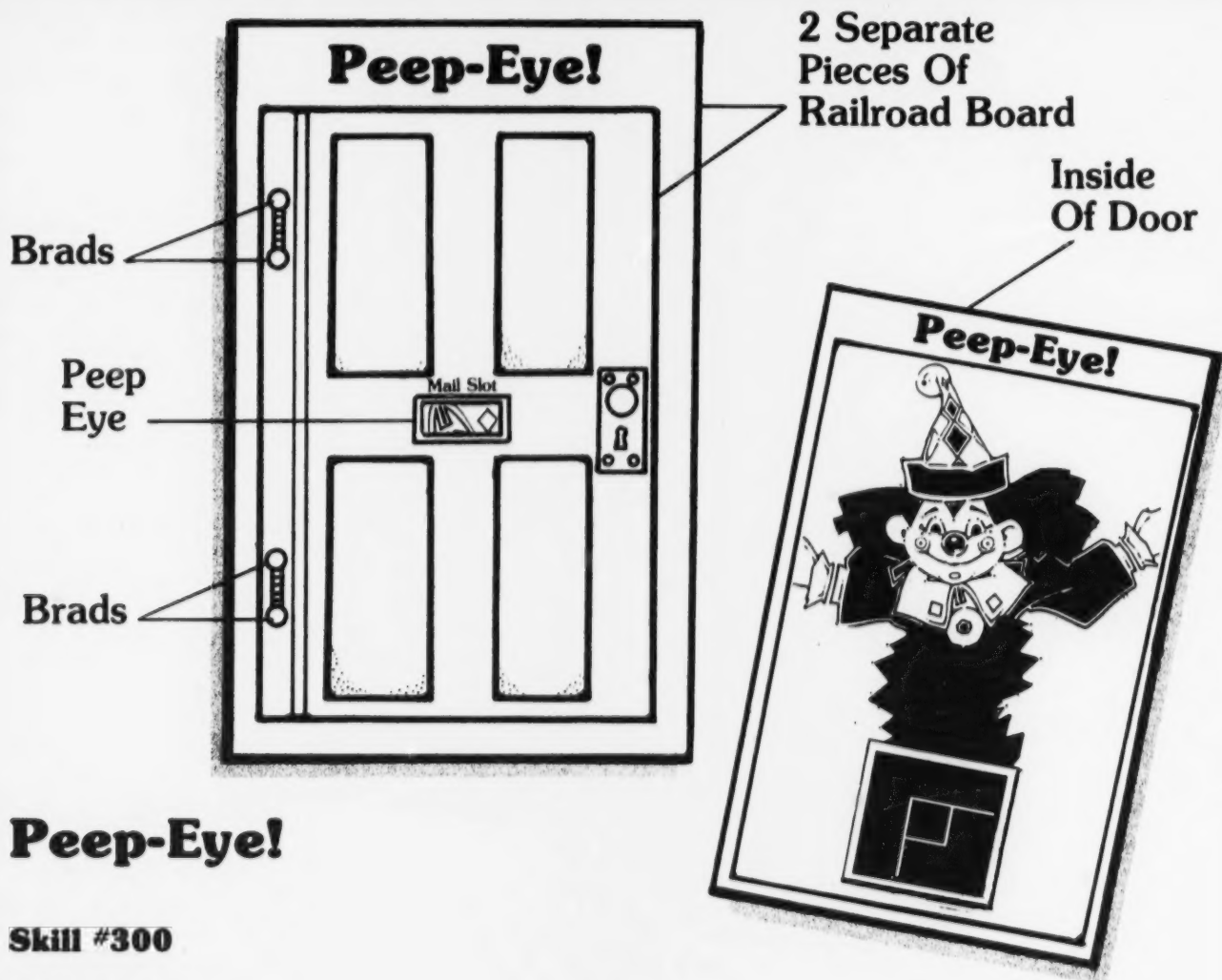
The student will talk to and interact with other students about topics; he then will convince the others to agree with his position.

Directions:

Divide the students into two groups, each representing a political party. Have each group hold a mock political convention and at its close, choose a candidate for president. They may hold mock rallies and discuss political platforms and issues.

Follow-up Activities:

1. Have the two candidates hold a debate, each representing his party's platform.
2. Stage a mock election and have the winner deliver an acceptance speech.



Peep-Eye!

Skill #300

Objective:

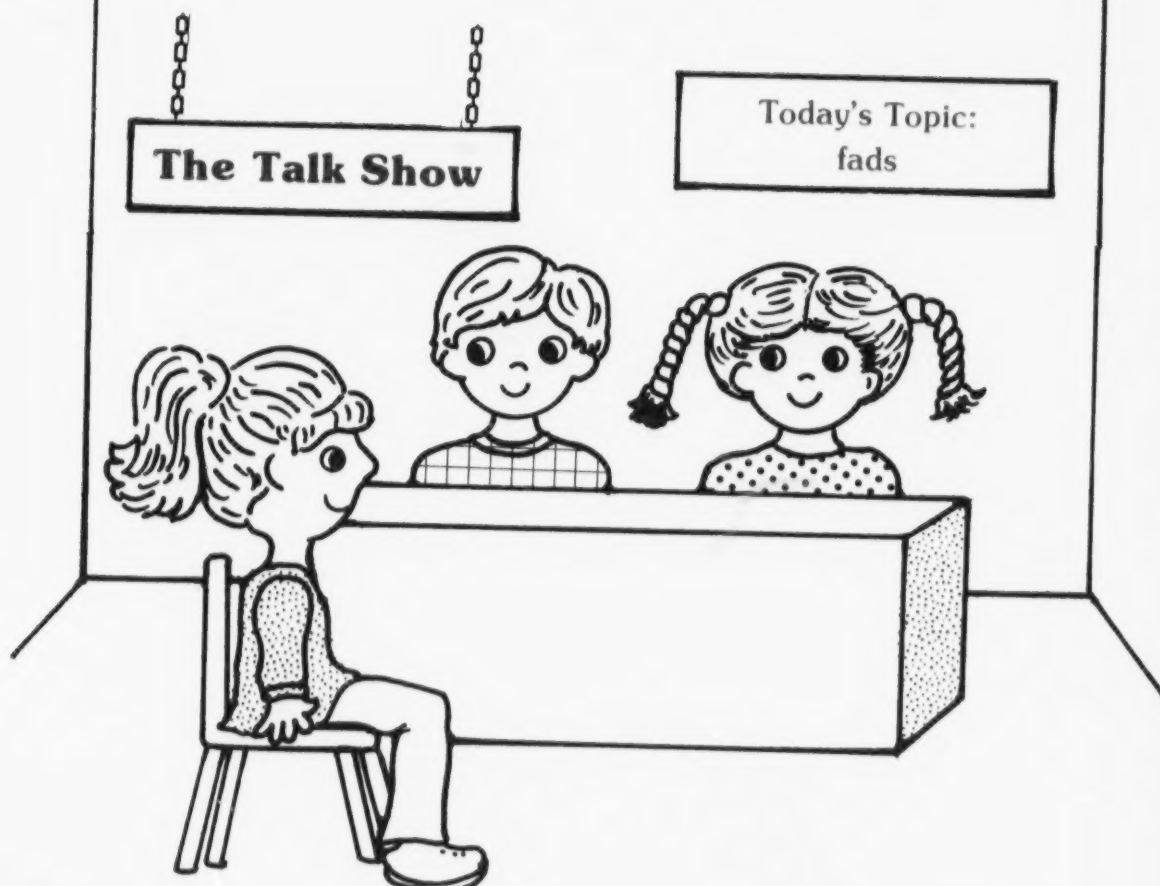
The student will convince others to agree with a particular position or statement.

Directions:

Make a peep-eye door, such as the one shown above, by bradding together two pieces of poster board and by cutting out a mail slot for a "peep" hole. Insert a picture inside the door. Have each student try to guess what is behind the door by peeping at the portion of the picture visible through the mail slot. Each student should try to convince others to agree with him by discussing the colors, shape and other characteristics of the picture; then they may open the door to reveal it. Let the students choose other pictures to put behind the door and then begin again.

Follow-up Activities:

1. Have the students role play, choosing one student to be the child and one to be the parent. Have the child convince the parent that another toy is needed.
2. Have the students switch roles and interact on the same subject.



Here's . . .

Skill #300

Objective:

The students will exchange information or opinions through verbal interaction.

Directions:

Choose a host to stage a talk show. Select a topic of discussion in advance and invite student guests to participate.

Follow-up Activities:

1. Invite a community leader to be interviewed by the talk show host. Have him follow interview guidelines that are thoroughly understood before the show.
2. For a departure into fantasy, invite characters, such as Santa Claus, the Easter Bunny, and Mickey Mouse, to be interviewed.



Dairy Delivery

Skill #320

Objective:

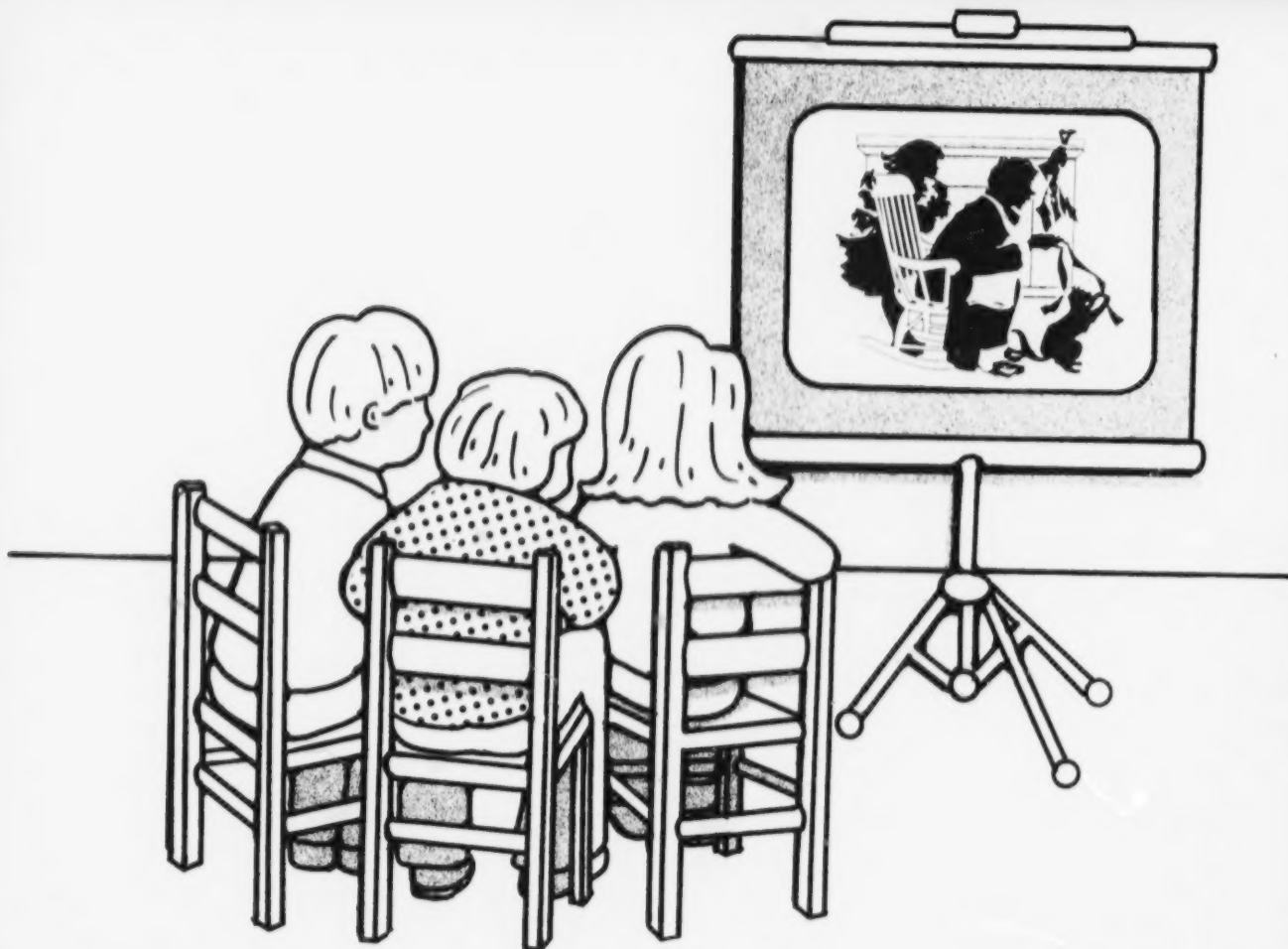
The student will describe an activity using proper sequence.

Directions:

Using the pattern above, make a milk truck. Slit the door guide and brad the door on as shown. Have the student open the door of the milk truck, select a bottle and describe the activity written on it. He must be careful to use proper sequence. If it is needed, allow the student to research before presenting his narrative.

Follow-up Activities:

1. Have each student construct a time line, beginning with his birth and ending with his present grade in school, and give an oral presentation of it.
2. Show a filmstrip to the class. Turn the machine off before the ending. Have each student anticipate the conclusion before it is shown.



A Narrated Account

Skill #320

Objective:

The student will give a narrative.

Directions:

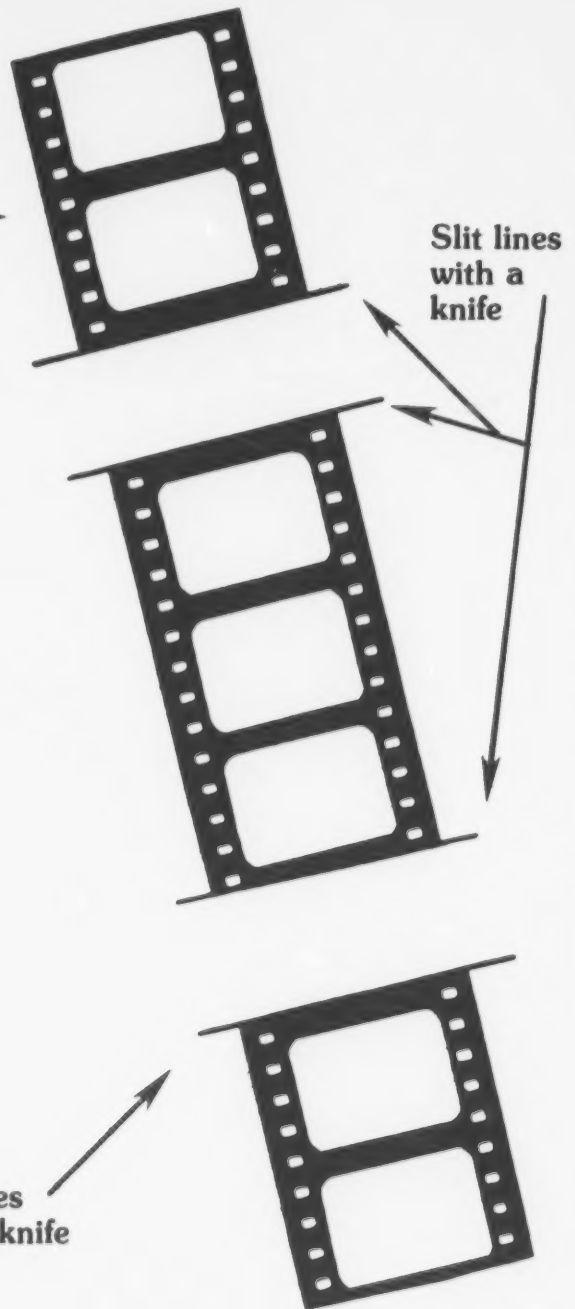
Arrange the students into groups. Project a filmstrip one frame at a time, allowing enough time for each group to write a narrative for it. When all frames have been completed, each group will present the narrative it has prepared for the filmstrip.

Follow-up Activities:

1. Have the students make their own filmstrips, using the directions on the following pages.
2. Have the students construct a mini-viewing center in which they show their original filmstrips.

A Narrated Account...

Film
Spacing
Guide



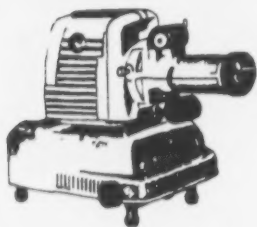
Directions for Filmmaking

1. Soak filmstrip for a few minutes in household bleach to remove all emulsion.
2. Rinse in water and hang to dry.
3. Insert the bleached filmstrip through slits on the film spacing guide. The squares denote the amount of space for each frame.
4. Use permanent fine tip markers for writing and illustrating.
5. You may want to combine the filmstrip with a tape recording or background music.

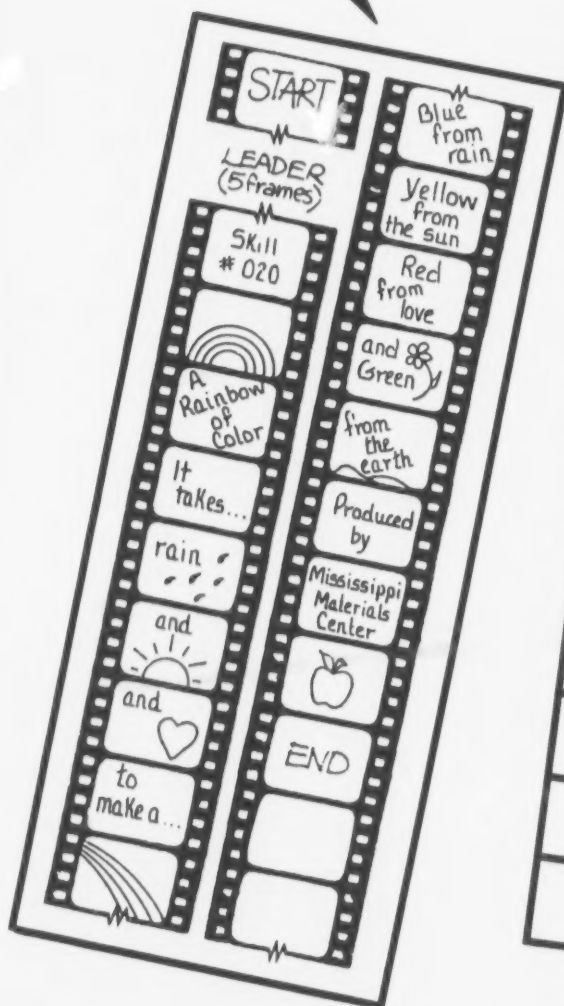
Slit lines
with a knife

To use film spacing guide, have the student slit indicated lines with a knife and insert a clear filmstrip.

A Narrated Account...



This is an example of an original filmstrip



The "U" Film Storyboard Guide

THE WRITE-ON FILMSTRIP®

a typical filmstrip has about 40 to 50 frames, the first 5 or 6 frames are blank to form the film leader and the story. To use this guide, pencil in the various pictures and captions numbering the frames to suit the continuity of your presentation. Once satisfied with your story, use this guide to prepare the final filmstrip.

START

LEADER (5 Frames)

TRAILER (5 Frames)

END

prima

A DIVISION OF HUDSON PHOTOGRAPHIC INDUSTRIES, INC. HP

REV. ACTION ON HUDSON, NEW YORK 10022

Pre-planning is important. Using the planning script shown above and below, have the students design their projects on paper first.

Planning Script

SKETCH OF FRAME	SCRIPT OF FRAME

Learning is like rowing
upstream. Not to advance
is to drop back.

ADVANCE TWO

A journey of a thousand
miles begins with one step.

ADVANCE ONE

What you do not want
others to do to you, do not
do to others.

ADVANCE TWO

Behind any able man there
are always other able men.

ADVANCE ONE



Wok Around The Clock

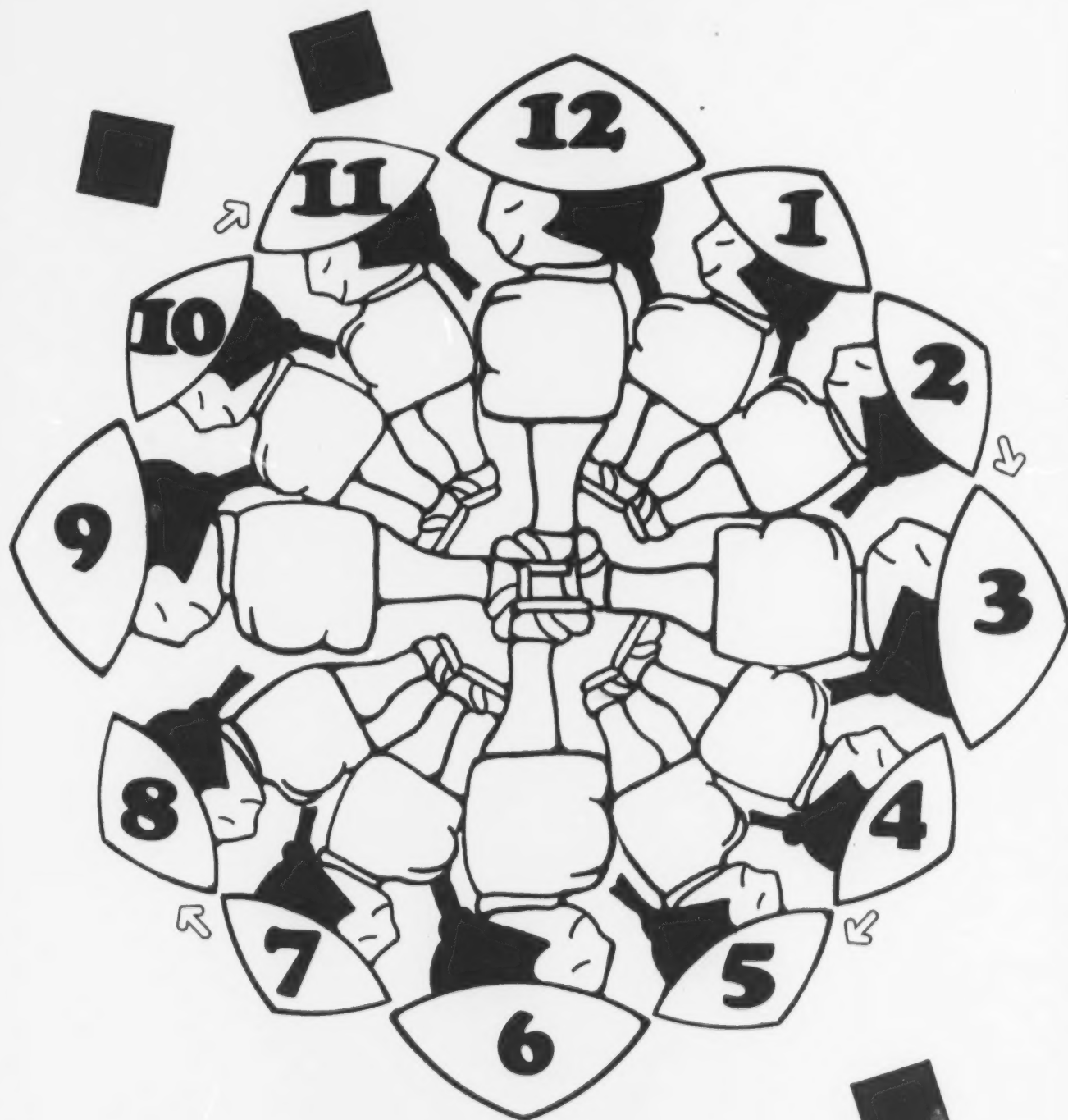
Skill #340

Objective:

The student will retell information in his own words.

Directions:

One student is designated as the reader. Each player begins on the one o'clock position and advances around the gameboard clockwise. In alternating turns, each player is read a proverb which he, the student, may give the meaning of in his own words. If he is correct, he may advance the number of spaces given on the card; he receives the points of the numbered space he lands on. The game continues until one player lands on twelve o'clock. Points are tallied and the winner declared.



Wok Around
The Clock Gameboard



Three Cheers For You

Skill #340

Objective:

The student will recall exactly what he has heard.

Directions:

Allow each student a few minutes to compose a cheer, such as the ones heard at a football game. Each student should then read his cheer and have the others repeat what they have heard.

Follow-up Activities:

1. Have the students work in pairs. Each one must add body motions to his cheer and teach it to his partner.
2. Stage a "pep rally" after all students have learned their cheers. Hold a vote to determine the best new cheer.



P-s-s-s-t

Skill #340

Objective:

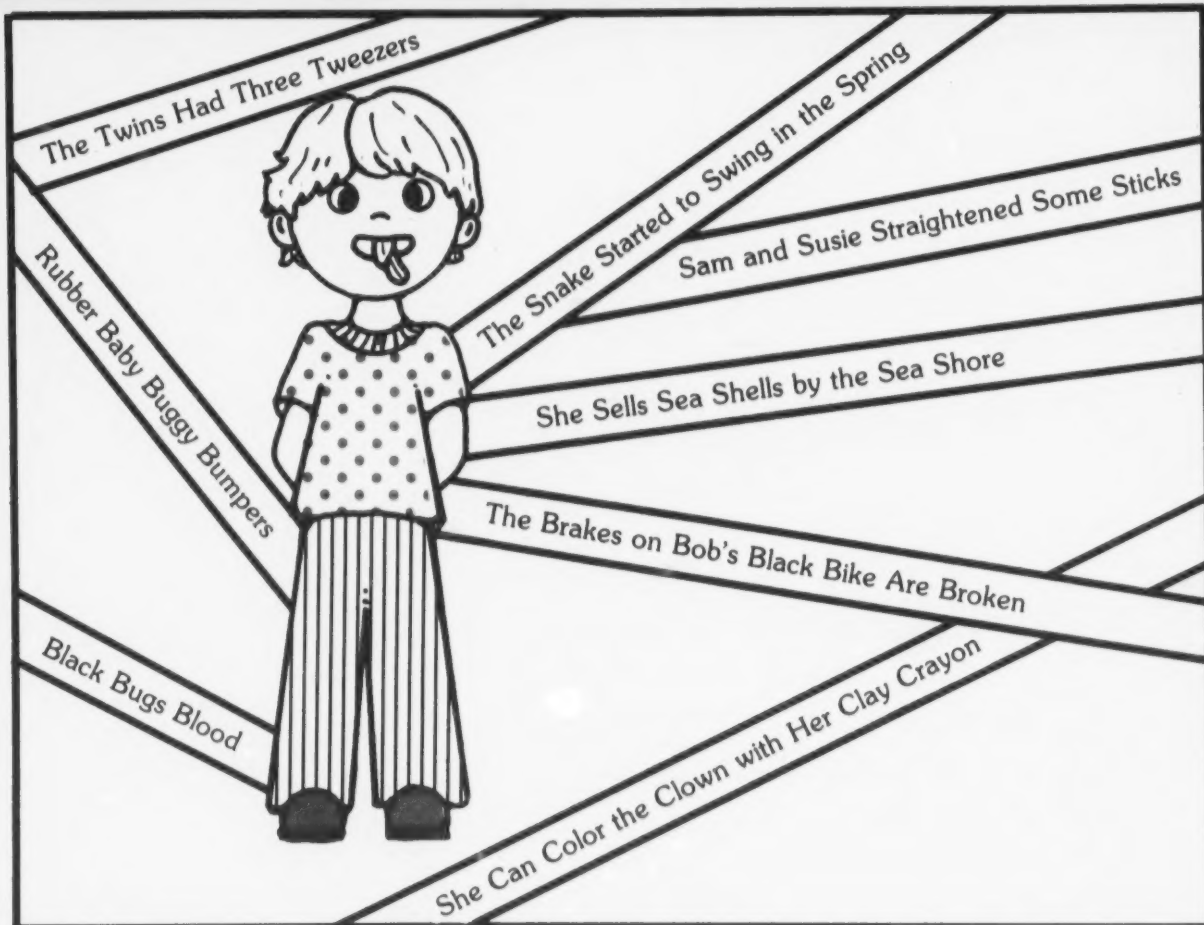
The student will recall exactly what he has heard.

Directions:

Arrange the students in a circle. Whisper a sentence to one student; for example, "There will be a carnival at the school a week from Saturday." That student whispers it to the next student, and the pattern continues until everyone has had the opportunity to hear and to repeat the information. The last student to hear the information should repeat what he has heard.

Follow-up Activities:

1. The use of lap flannels is a unique way to reinforce this skill. Read a book to a student and from another copy of the book, cut out the pictures and back them with flannel. The student retells the story as he places these pictures on a flannel board.
2. Have the student dramatize the story from follow-up one. Costumes could be used for added interest.



Tongue Twisters

Skill #340

Objective:

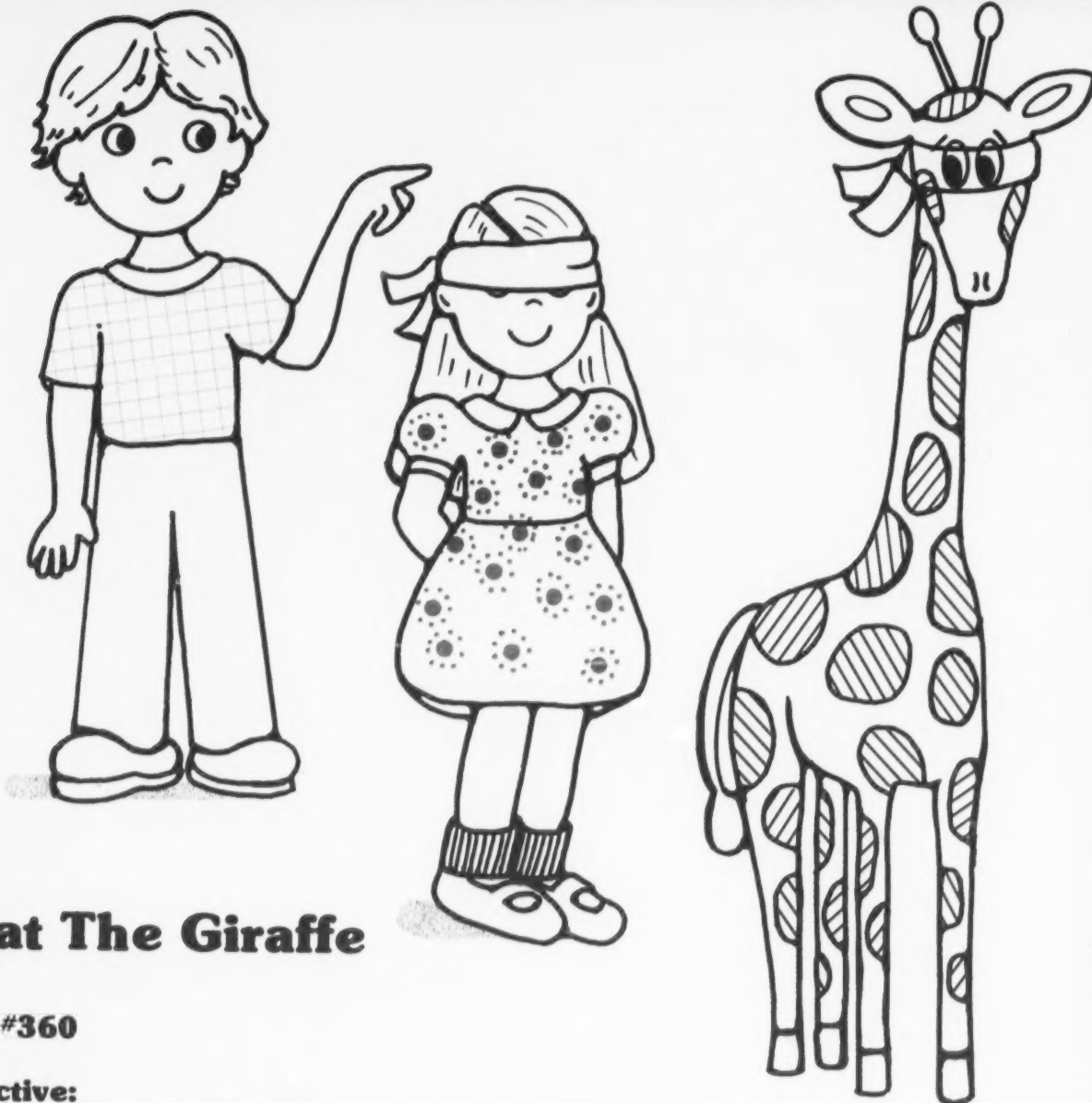
The student will repeat exactly what he has heard.

Directions:

List all the tongue twisters shown above on separate strips of paper and place them in an old hat. Divide students into two teams. One student draws a tongue twister from the hat and reads it aloud to a member of his team who rapidly repeats it three times. If he does it correctly, his team scores five points. If he does not, it is passed on to the opposing team. The team with the most points when all of the tongue twisters have been read is the winner.

Follow-up Activities:

1. Have the students compose original tongue twisters, using alliterative patterns.
2. Have the students play the game in pairs, using the same tongue twisters.



Beat The Giraffe

Skill #360

Objective:

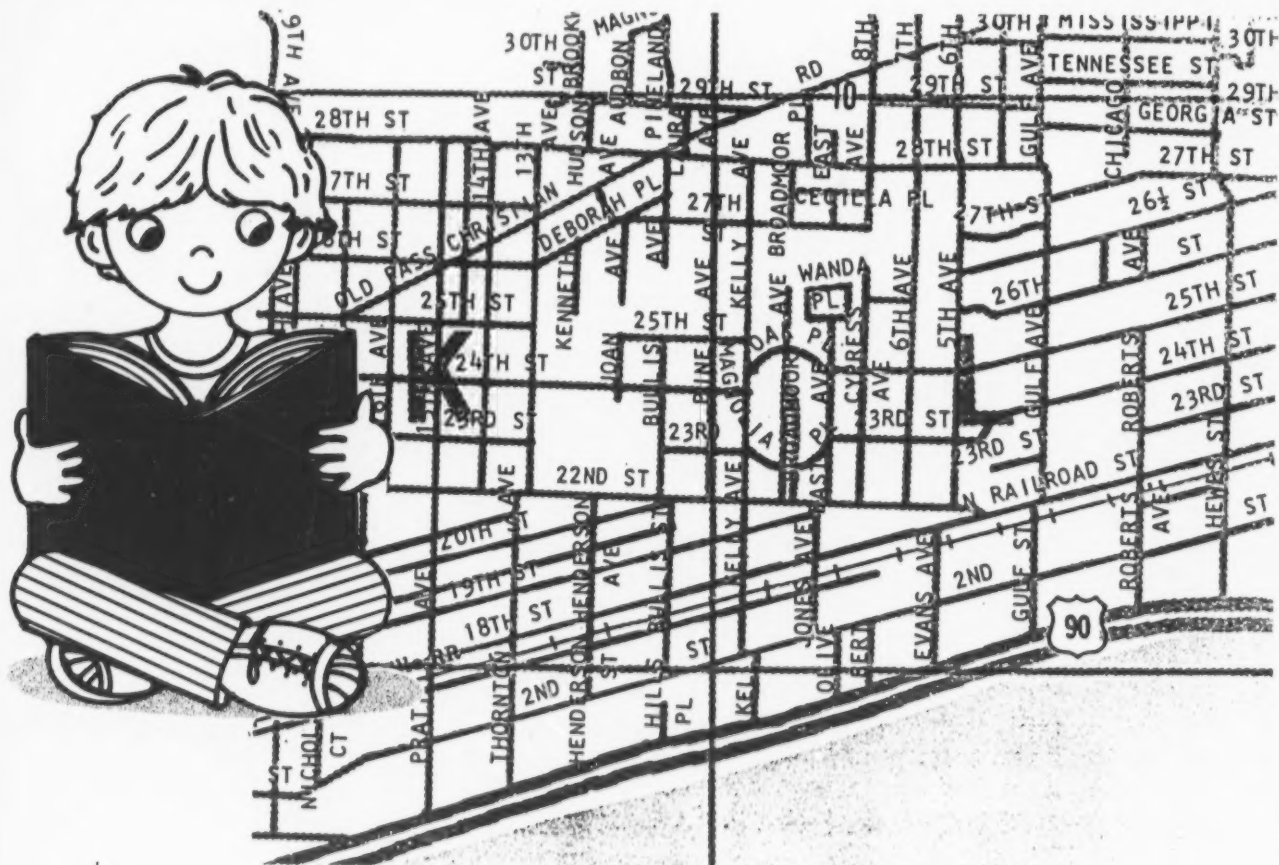
The student will give directions to a specific location.

Directions:

One student is selected to wear the giraffe's mask, and another is chosen to give directions; the one chosen to give directions must attempt to direct his blindfolded partner to a specific location in the room by giving him verbal instructions. If the student is successful, the pair receives a point; if not, the point is awarded to the giraffe. The game continues with the players alternating positions until the players or the giraffe receives seven points.

Follow-up Activities:

1. Have one student give directions to an "imagined" location and have the other student attempt to guess where the location is.
2. Have the pair draw a map depicting the location in follow-up one.



Random Directions

Skill #360

Objective:

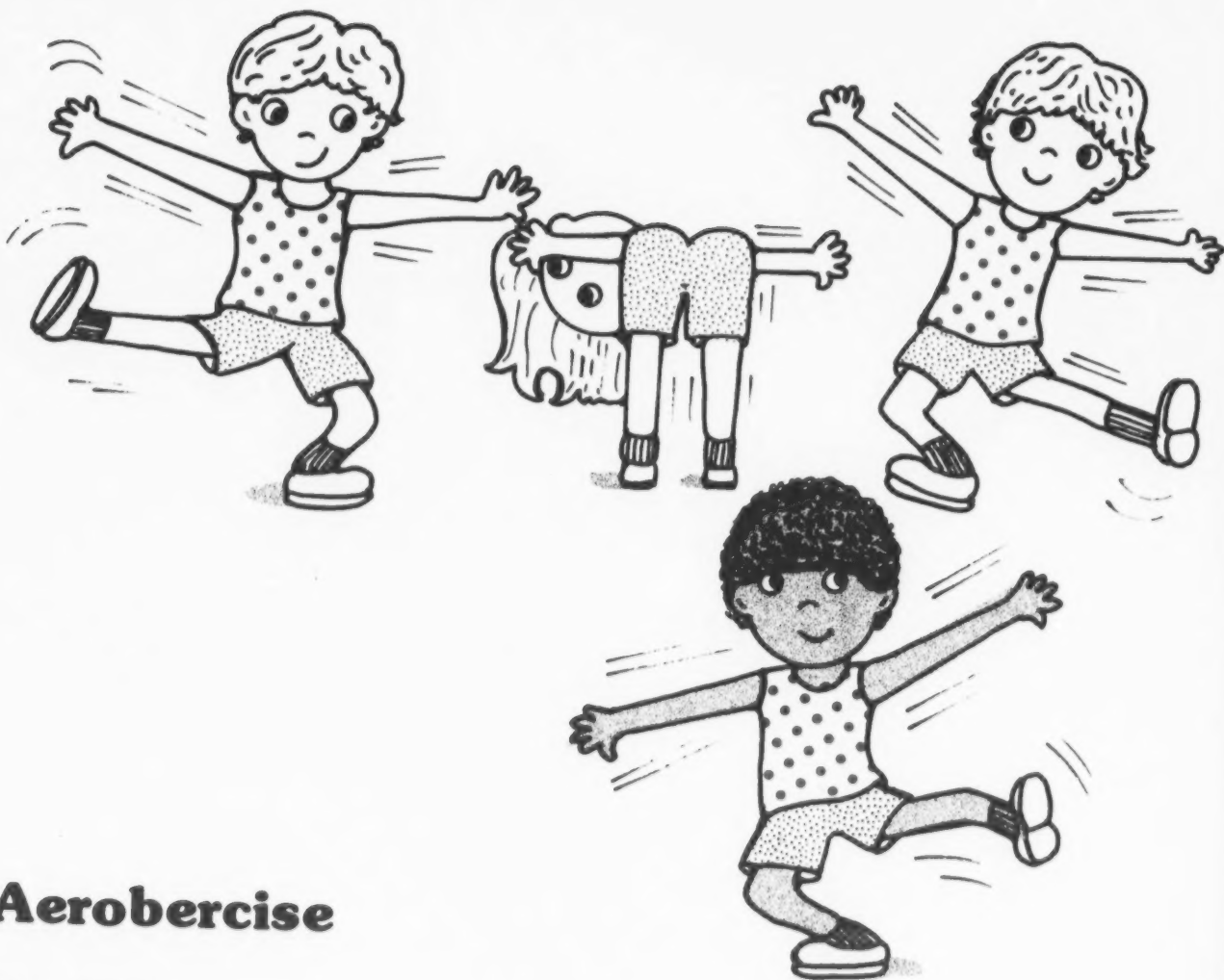
The student will give directions to a specific location.

Directions:

Provide the student with a street map of the city which has the location of the school marked on it. Have the student choose a name and address from the phone book and have him locate that address on the map. Using the map as a reference, have the student give the group verbal directions from the school to the phone-book address.

Follow-up Activities:

1. In alternating turns, have each student choose a secret location on the map and give oral directions until the location is guessed.
2. Have each student give oral directions from the school to his house.



Aerobercise

Skill #360

Objective:

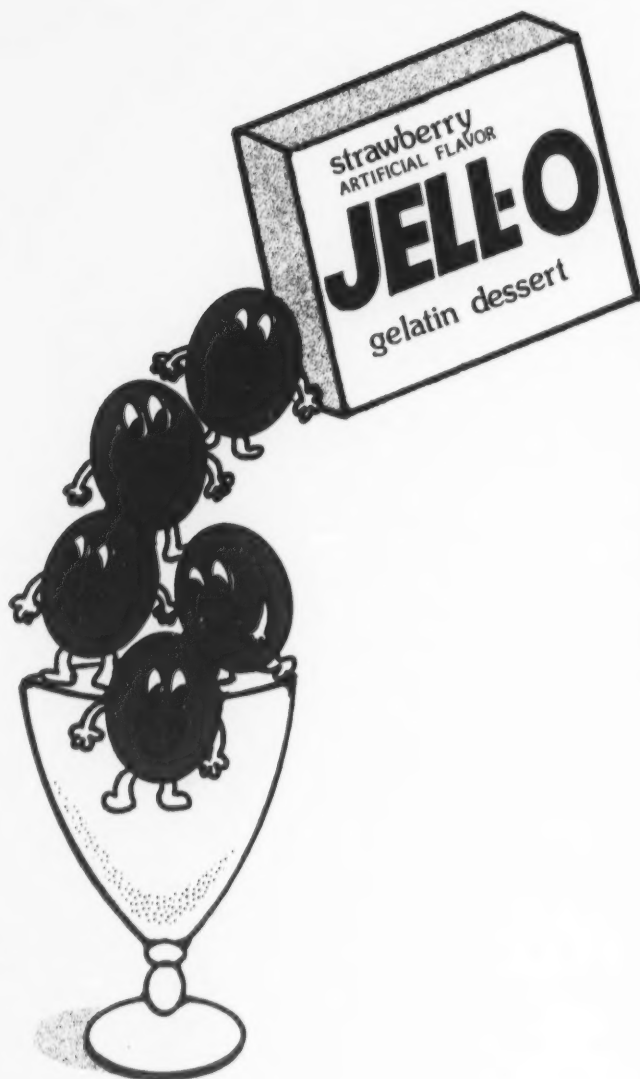
The student will conduct a physical activity.

Directions:

Have each student create an original jazzercise or aerobercise routine and present it to the class. He must give oral directions and demonstrate them. Allow each student a time limit of two to three minutes for his routine.

Follow-up Activities:

1. Have the students combine various parts of all the routines and perform the new arrangement with appropriate music.
2. Invite an aerobics expert to give an informal talk on the importance of exercise to one's daily routine. For added fun, let the students perform their aerobic routine for the visitor.



Let's Make Some Fun

Skill #360

Objective:

The student will tell how to make something.

Directions:

Provide the students with a package of JELL-O and the utensils for making it. Have one student read the directions from the box while another student prepares the JELL-O. As part of the fun, let the students eat the JELL-O.

Follow-up Activities:

1. Have each student bring one ingredient for making pizza. One student should be in charge of giving directions while the others should assemble the ingredients. All may share and enjoy the finished product.
2. Have each student prepare and present a demonstration on the procedure for making a simple object, such as a paper airplane.



Aladdin's Lamp

Skill #380

Objective:

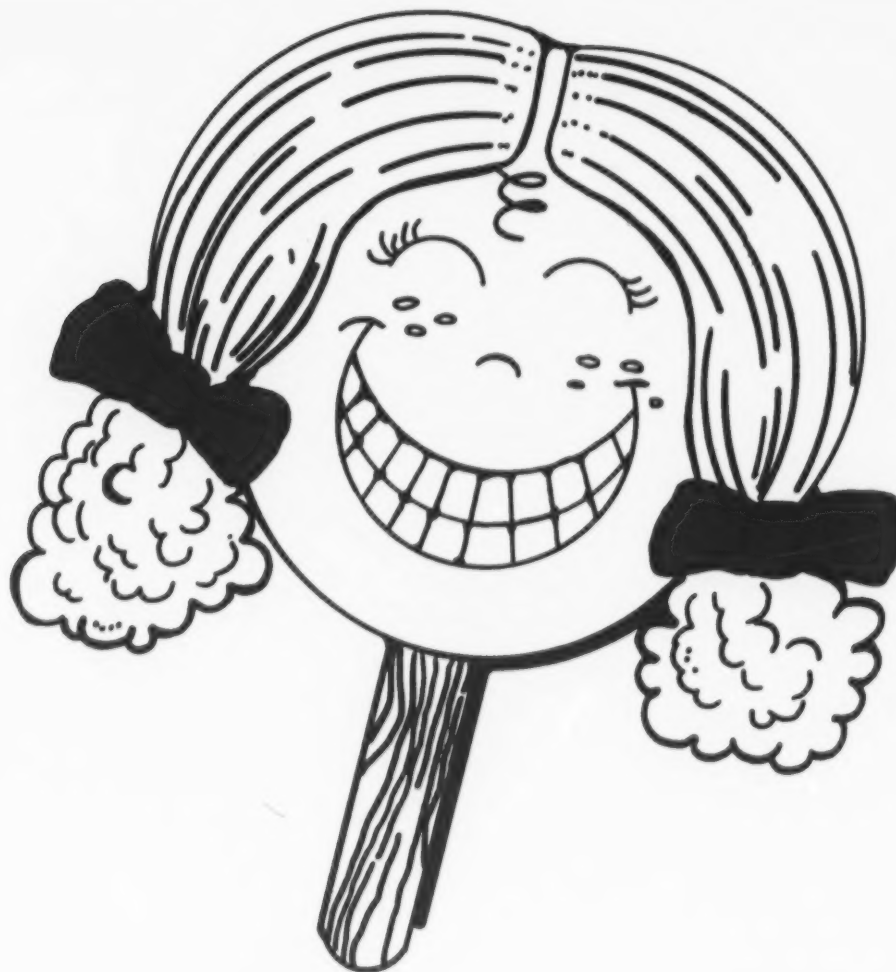
The student will orally express wishes.

Directions:

Have each student pretend that he has been granted three wishes from Aladdin's lamp. Have the students write the wishes on separate strips of paper and store them in a box. One player begins the game by drawing a wish from the box, by reading it to the group, and by trying to guess who wrote it. If the player is correct, he receives a point, and another student draws a wish. If the player guesses incorrectly, the wish passes to the next player. The activity continues until all the wishes have been drawn and guessed. The player with the highest score is the winner.

Follow-up Activities:

1. Allow each student to draw or cut out pictures representing his three wishes.
2. Have each child write a secret to be collected and sealed in an envelope. He should keep in mind that it will be read in one week. At the appointed time, the secrets will be read and the group will try to identify the writer of each.



Put On A Happy Face

Skill #380

Objective:

The student will express feelings and emotions.

Directions:

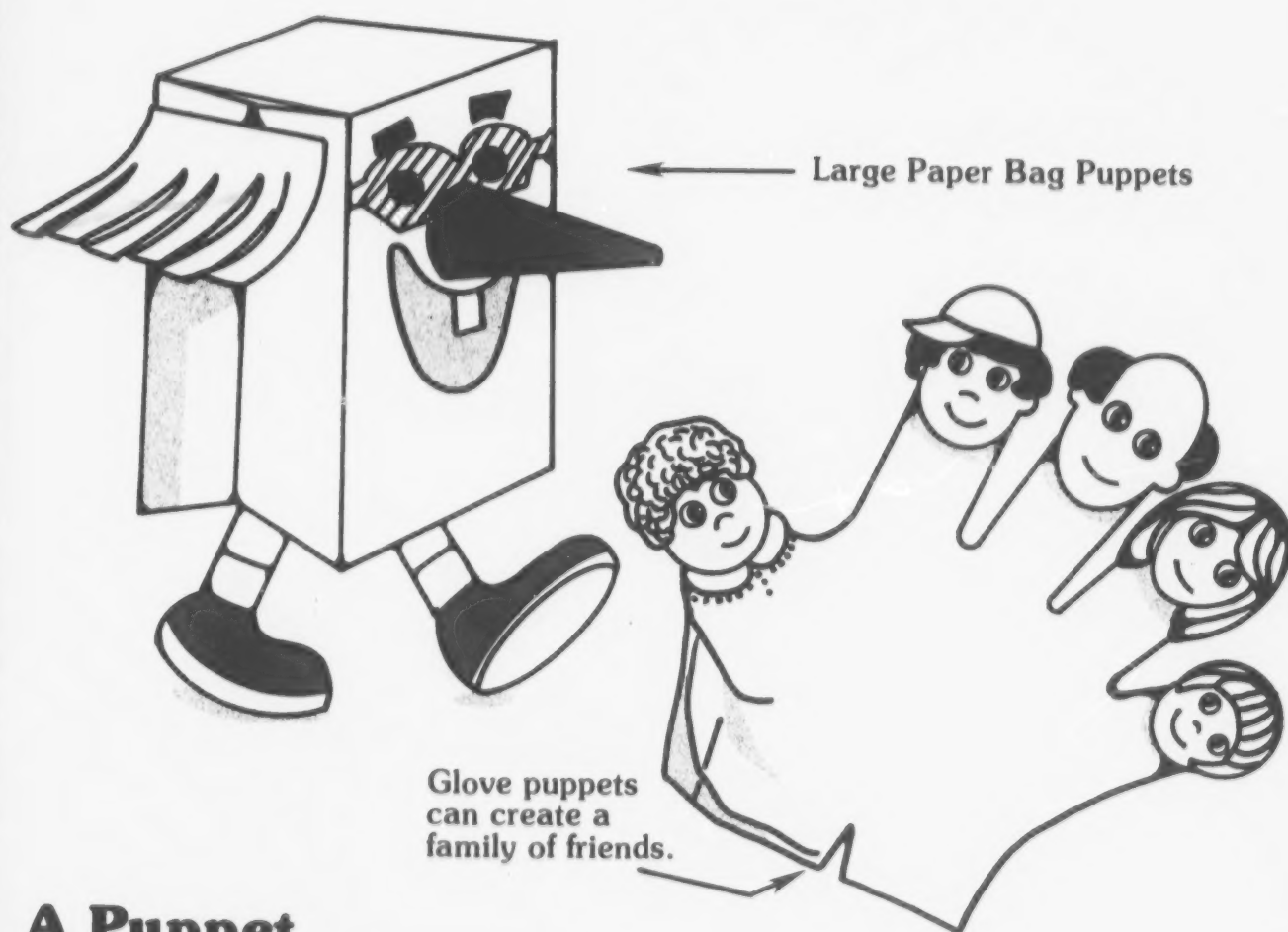
From the selection of masks shown above and on the following page, have the student choose the one that best represents his feelings. Have the student tell the class his reasons for selecting that particular mask.

Follow-up Activities:

1. Distribute the masks among the students and have each assume the mood of the mask he holds.
2. Have the students present a short impromptu dramatization using the masks as motivation.



*Put On A
Happy Face*



A Puppet For Your Thoughts

Skill #380

Objective:

The student will demonstrate creative communication.

Directions:

Puppets can play an important role when the students have difficulty expressing emotions and wishes. A little imagination and several small and large paper bags will enable students to make clever puppets. Allow time during the class when each student's puppet becomes the student himself. Ask the student questions and allow his puppet to answer.

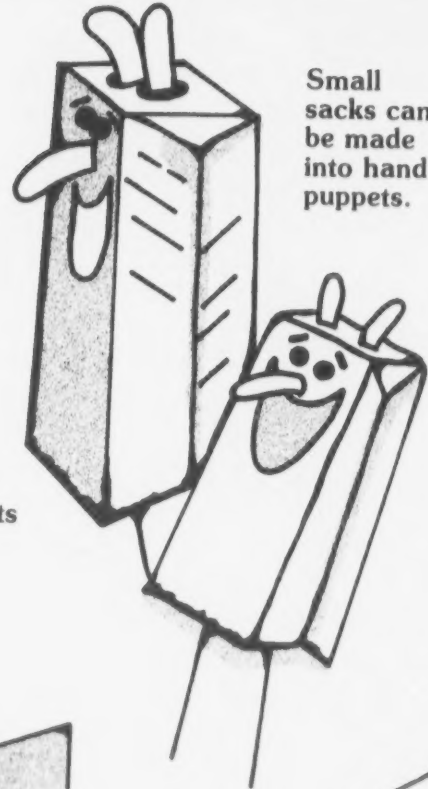
Follow-up Activities:

1. Have each student write a puppet play on his life ten years from now.
2. Allow the students to construct a simple stage and present the play.

A Puppet For Your Thoughts



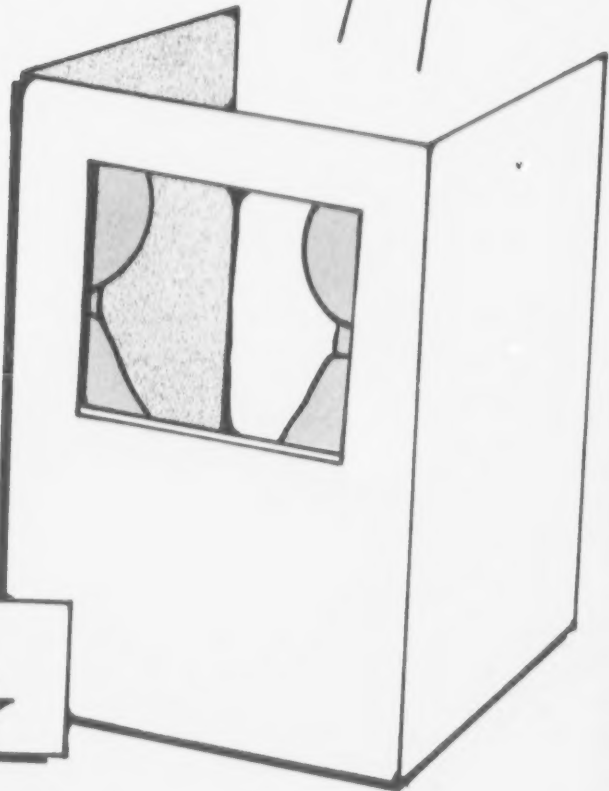
Large paper sacks make good head puppets for older students.



Small sacks can be made into hand puppets.

Gloves make good hand puppets

A portable puppet stage can be made easily from a piece of fabric board.

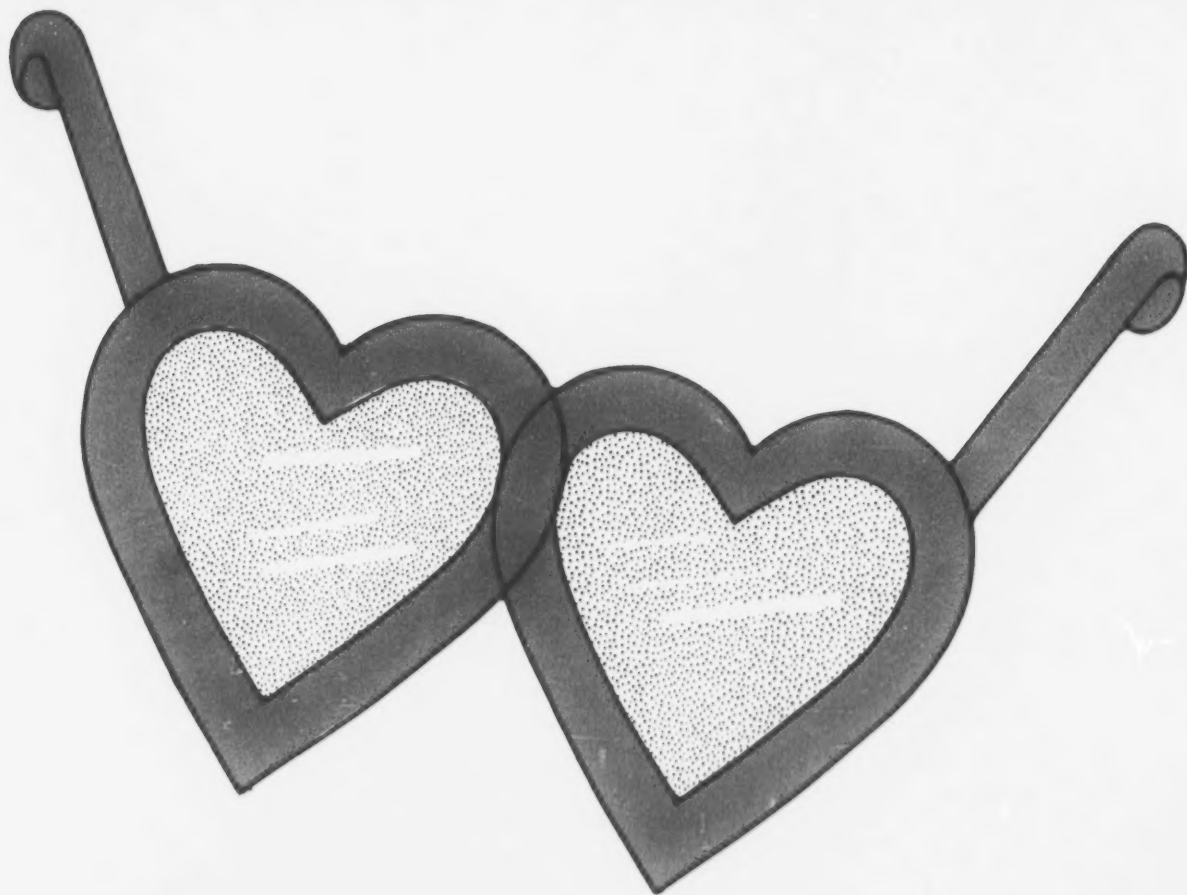


Sign up here for the puppet show group:



1.	2.	3.	4.	5.
----	----	----	----	----

Have a sign-up sheet for your puppet shows.



If You Could See The World Through My Eyes

Skill #380

Objective:

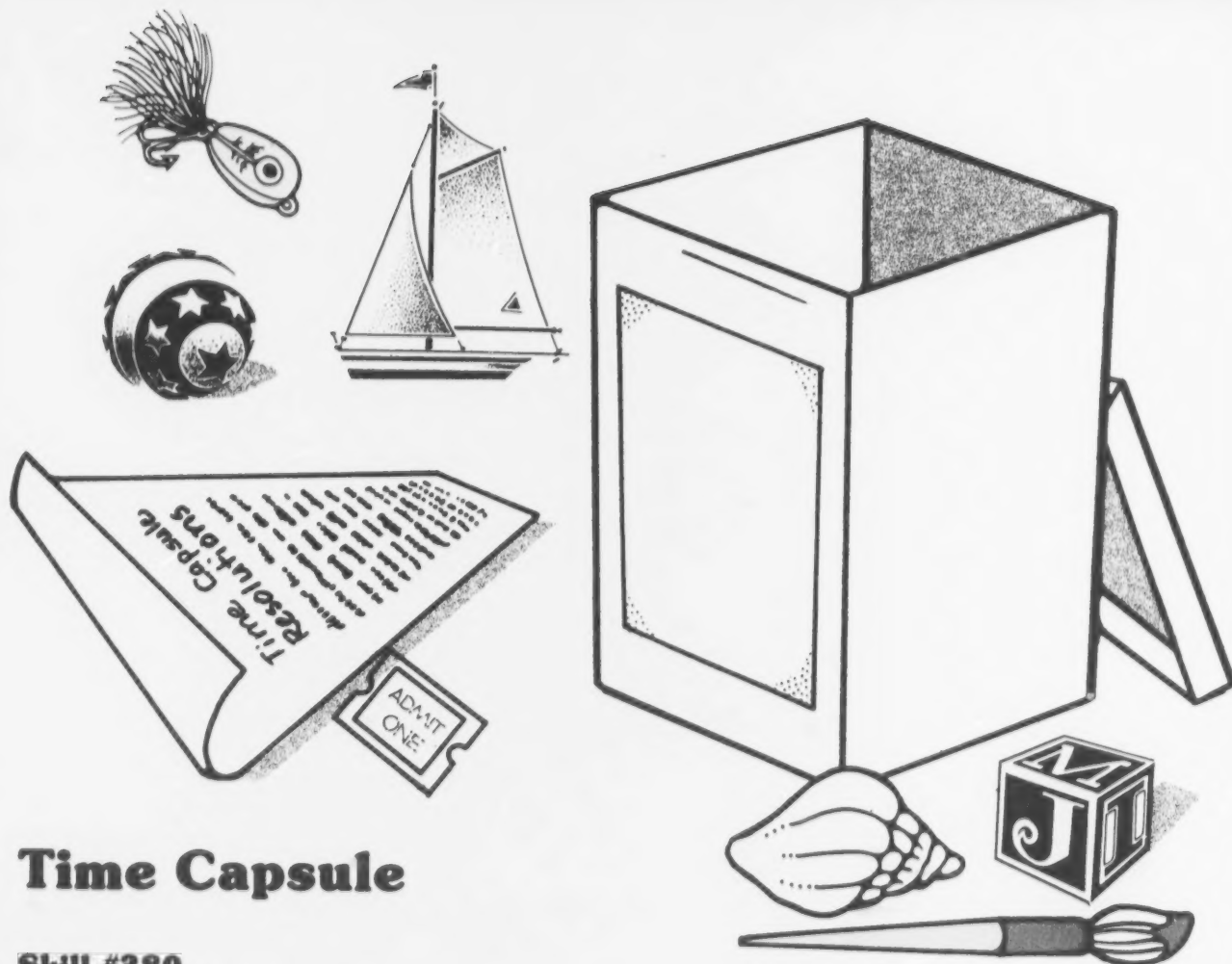
The student will express emotions.

Directions:

Cut out two hearts that will fit over a student's eyes. Glasses can be made by gluing pink or red acetate on the hearts and by attaching pipe cleaners for ear pieces. Set up a learning center entitled "The World Through My Eyes." Have the student wear the heart-shaped glasses while he records, during a timed session, the way the world looks to him.

Follow-up Activities:

1. Have the student give an oral interpretation of the saying "Seeing the world through rose-colored glasses."
2. Give the student emotion-loaded words, such as *happiness* and *anxiety*, and have him record his feelings about them.



Time Capsule

Skill #380

Objective:

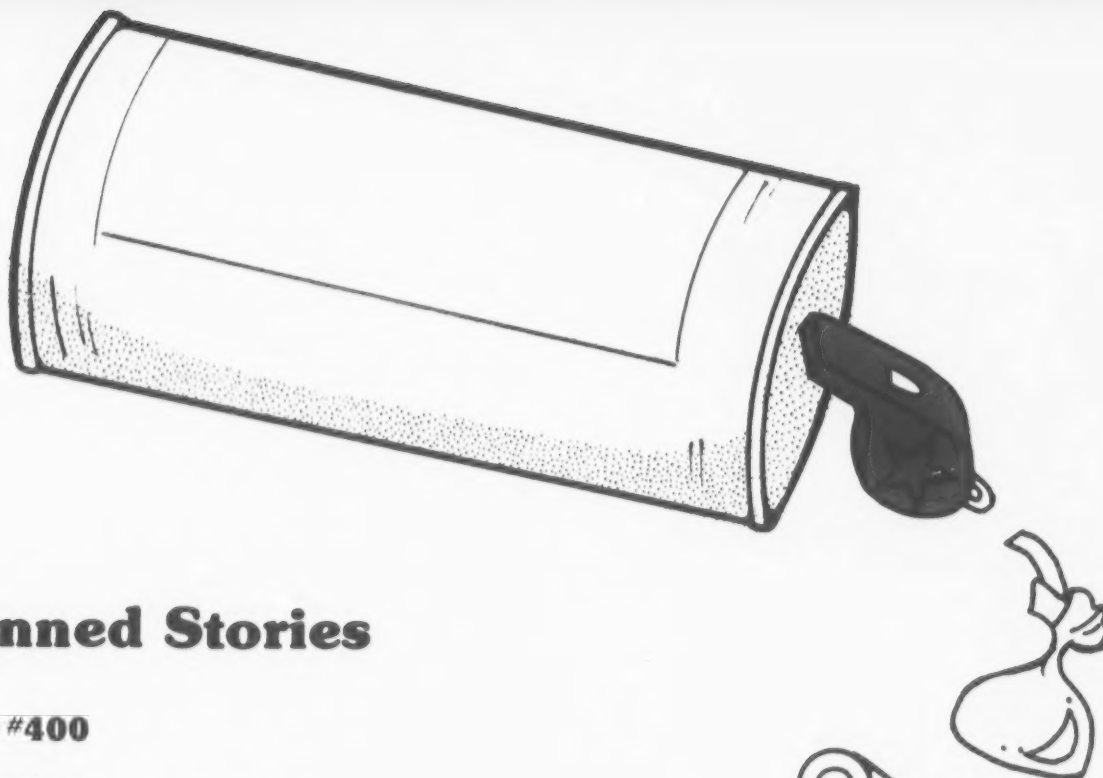
The student will express emotions and wishes.

Directions:

Have each student make a time capsule. He may use a cardboard box to represent the capsule. In the capsule, he could place a list of resolutions ways to better himself; he should include items of importance, such as a photograph of himself, ticket stubs from his favorite movies, notes or letters from friends, and objects that denote his personal interests. On the outside of the capsule, have the student put his name, the date it is sealed, and the date it is to be opened. The capsules may be buried or hidden. Keep a master list indicating the whereabouts of each capsule and the date of its opening.

Follow-up Activities:

1. Have each capsule opened on the designated date. Discuss the significance of the contents.
2. Have each student compare the data in his capsule with his current interests.



Canned Stories

Skill #400

Objective:

The student will relate an original story for entertainment.

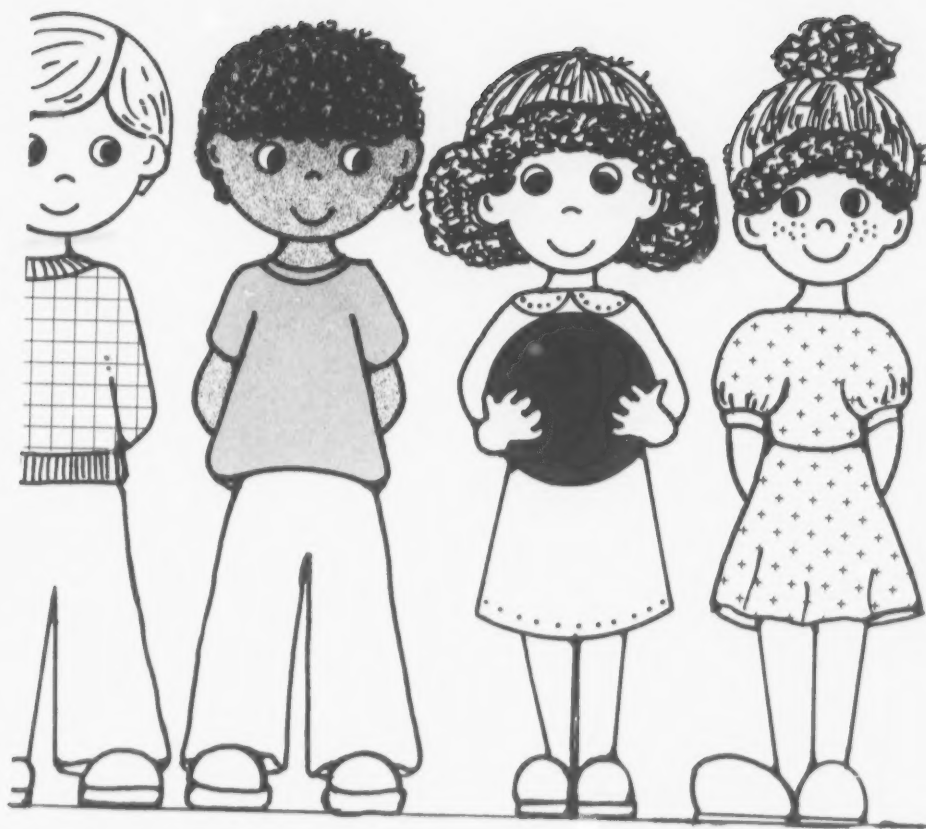
Directions:

To take the jitters out of an oral storytelling, let the students give "canned" stories. Provide each student with a potato chip can and have him cover it with illustrations. Have each student place inside the can objects related to his story, such as small toys, pictures, etc. As he progresses through his story, have him explain the illustrations on the can and tell how the objects inside relate to the story.

Follow-up Activities:

1. Have the students write their stories on paper and place them in the can with the objects. Have them categorize the cans and create a library of "canned" stories.
2. Stuff a stocking with goodies and objects. Pass the stocking around and let each student have a turn removing an object and telling a story based on it.





Keep The Ball Going

Skill #400

Objective:

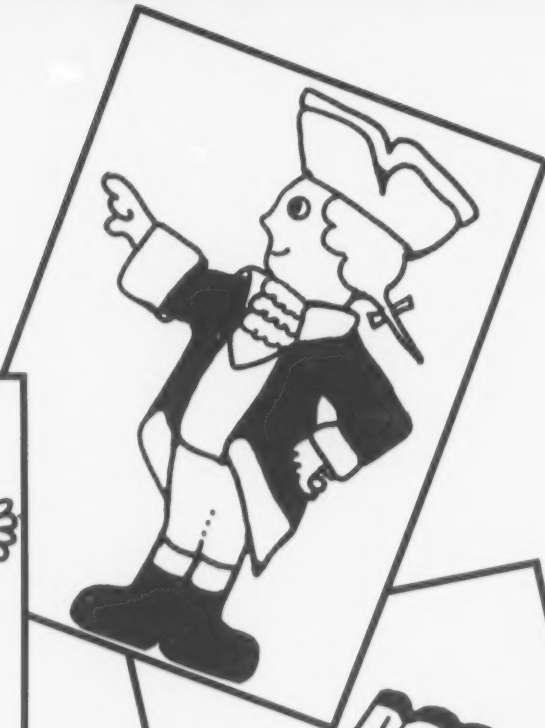
The student will tell an original story or incident for entertainment.

Directions:

Arrange the students in a circle. Give one student a ball and have him begin telling a story. When a bell is rung, have the student toss or roll the ball to another student who resumes the story-telling until the bell is rung again. This activity continues until all have had a turn at the storytelling and it is completed.

Follow-up Activities:

1. Allow the students to tape record their story in its entirety.
2. Choose one student to be "it" and stand in the middle of the circle; have him name an object and throw the ball to a student who must describe the way it would feel to be that object.



Entertaining Moments

Skill #400

Objective:

The student will tell an original story for entertainment.

Directions:

Assign each student a famous person from the pages of history; have him invent and tell a story of an incident that could have happened in the life of that character.

Follow-up Activities:

1. Have each student dress in the costume befitting his character.
2. Have the students write and perform a short pageant incorporating all of the characters presented in the activity.



Freeze

Skill #400

Objective:

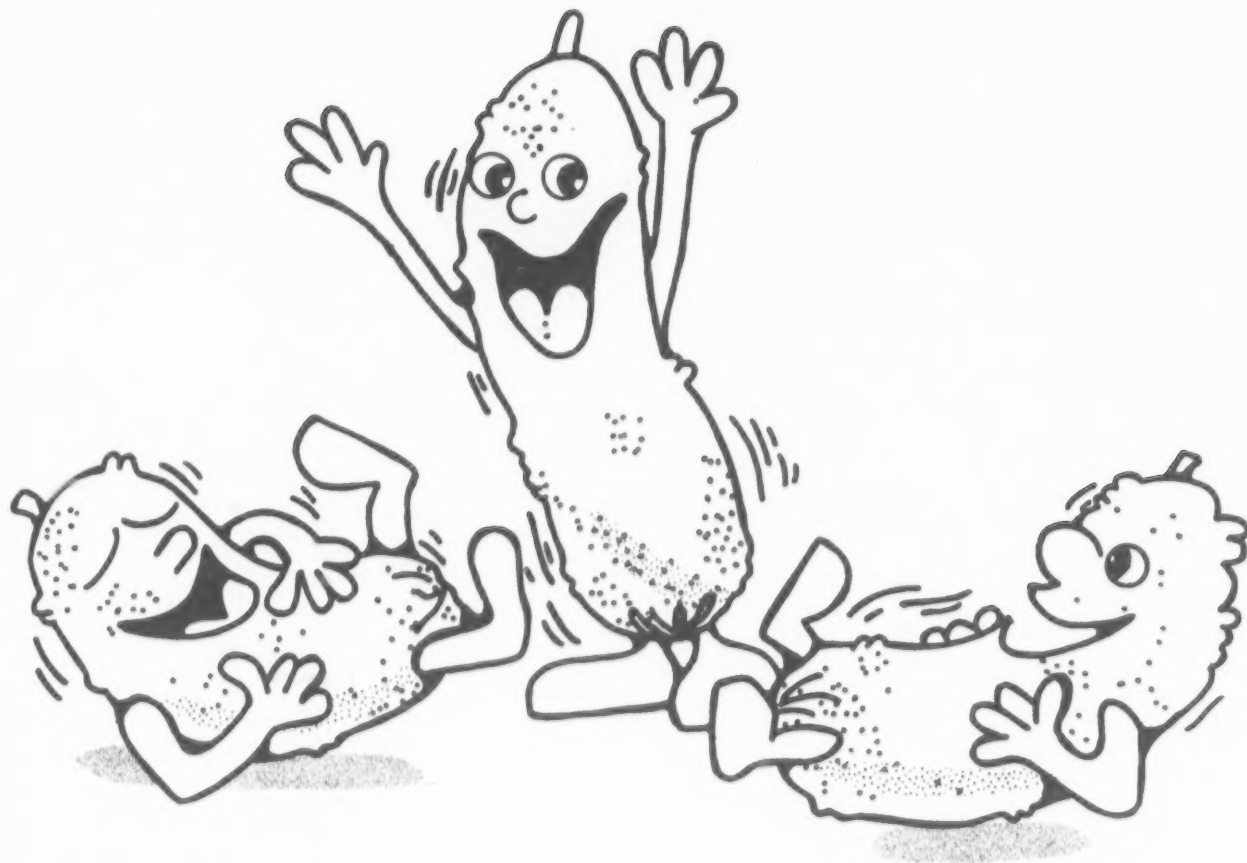
The student will relate an original story or incident for entertainment.

Directions:

Choose one student to engage in a continuous action, such as waving his hands, until the leader says, "Freeze." At that instant, the player stops and holds his pose. One person is selected to tell an entertaining story or incident that the "frozen" student might be representing.

Follow-up Activities:

1. Have each student pantomime an incident for the others to interpret.
2. Have each student bring a favorite photograph to be used as a story starter for an oral group activity.



Can You Get The Pickle Tickled?

Skill #420

Objective:

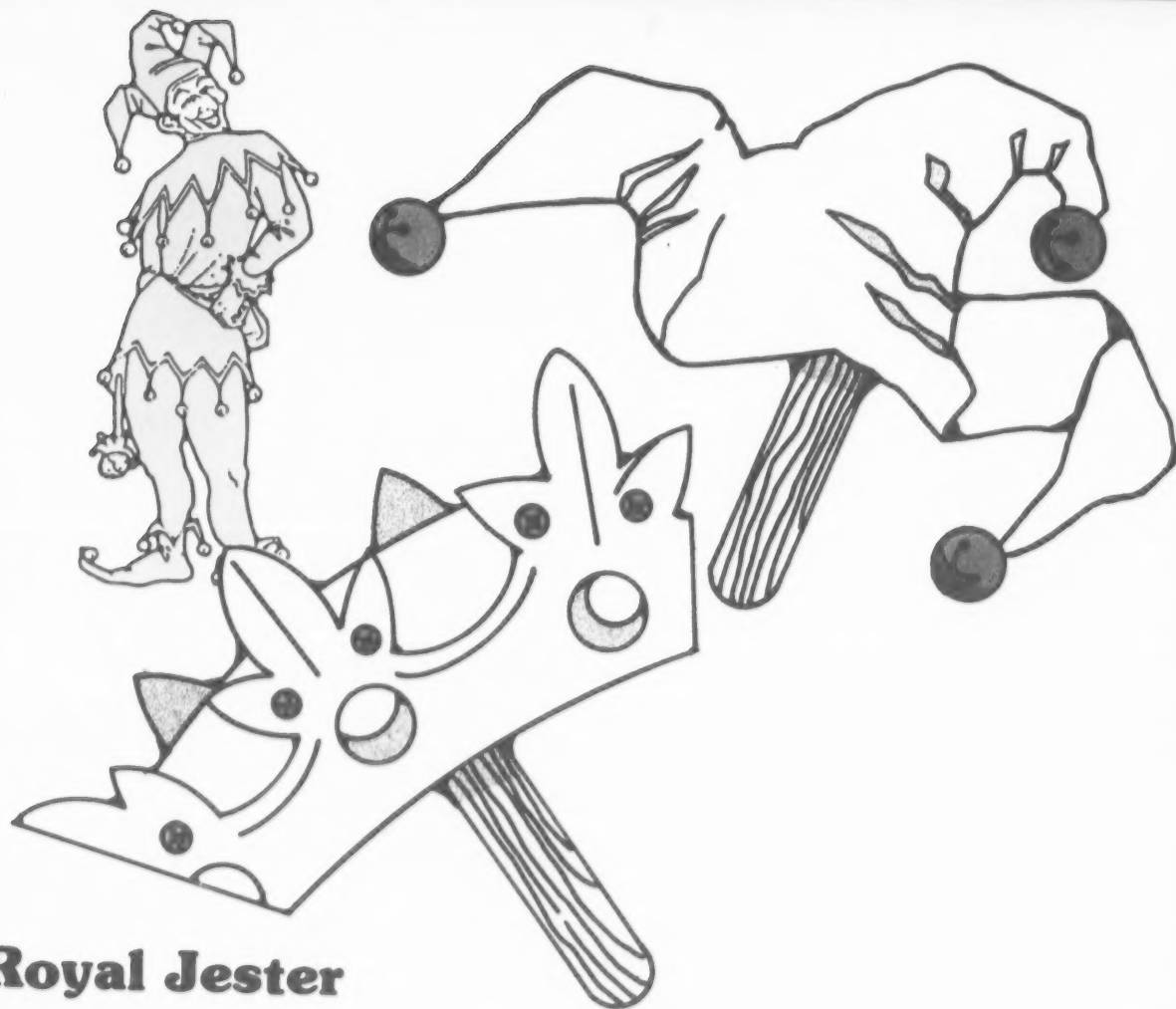
The student will repeat an incident or joke for entertainment.

Directions:

Choose one student to be the "pickle" and divide the others into two groups. In alternating turns, have each group think of a joke and select a spokesperson to tell it. Each time he makes the pickle laugh, his team receives one point. If the pickle laughs three times in a row, he is out, and he must choose another person to take his place. The first team to score five points is the winner.

Follow-up Activities:

1. Have the group compile a *Classroom Book of Jokes* using the best jokes presented in the above activity.
2. Have the group select a classroom comedian to present the material from follow-up one.



A Royal Jester

Skill #420

Objective:

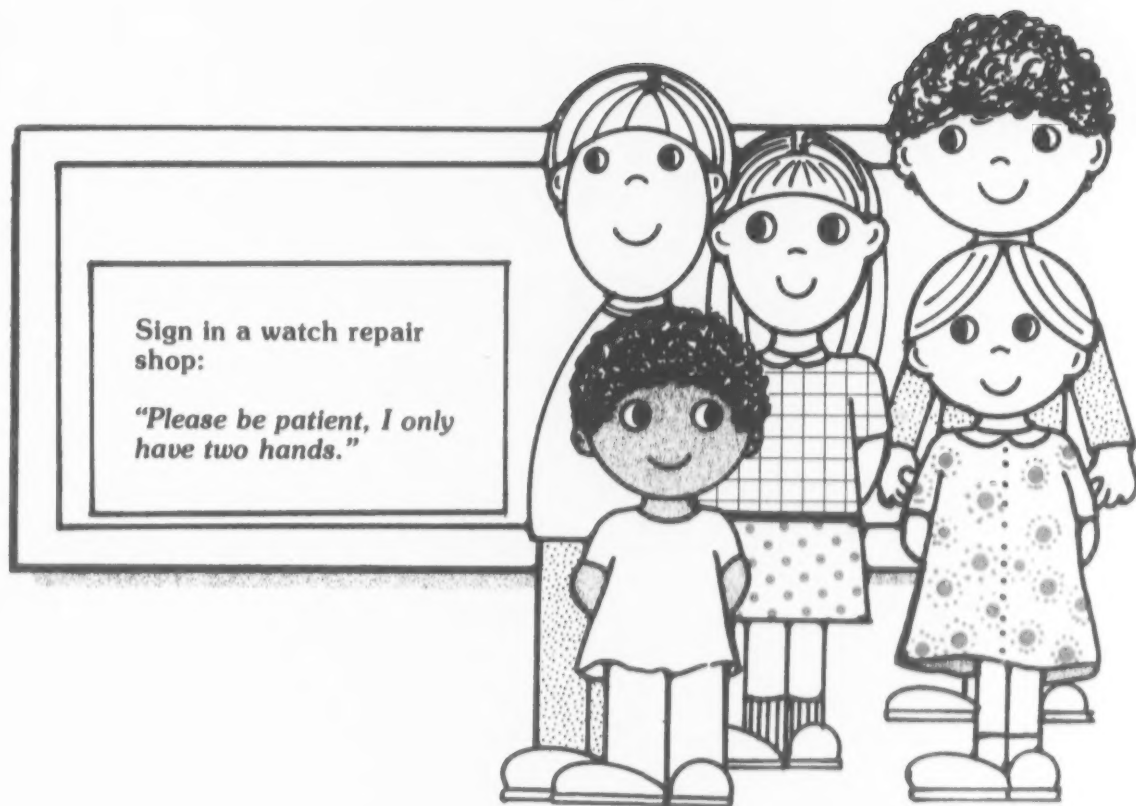
The student will repeat an incident or joke for entertainment.

Directions:

Have one student select a hat for himself and give the other to a friend. The "jester" must tell the funniest story or joke he can think of in an effort to make the "king" laugh. He may do antics to help elicit a laugh, but he must not touch the king. If he succeeds, the king becomes the jester; if not, the jester must present the crown to someone else and try to make the "new" king laugh.

Follow-up Activities:

1. Have each student that made the king laugh tape his joke. Title the tape "Jokes That Tickle Your Funny Bone" and play it in its entirety for entertainment.
2. Choose one person to tell a funny story to the rest of the group; they must try not to laugh, for the first one who does becomes "it."



A Chuckle A Day

Skill #420

Objective:

The student will repeat a joke for entertainment.

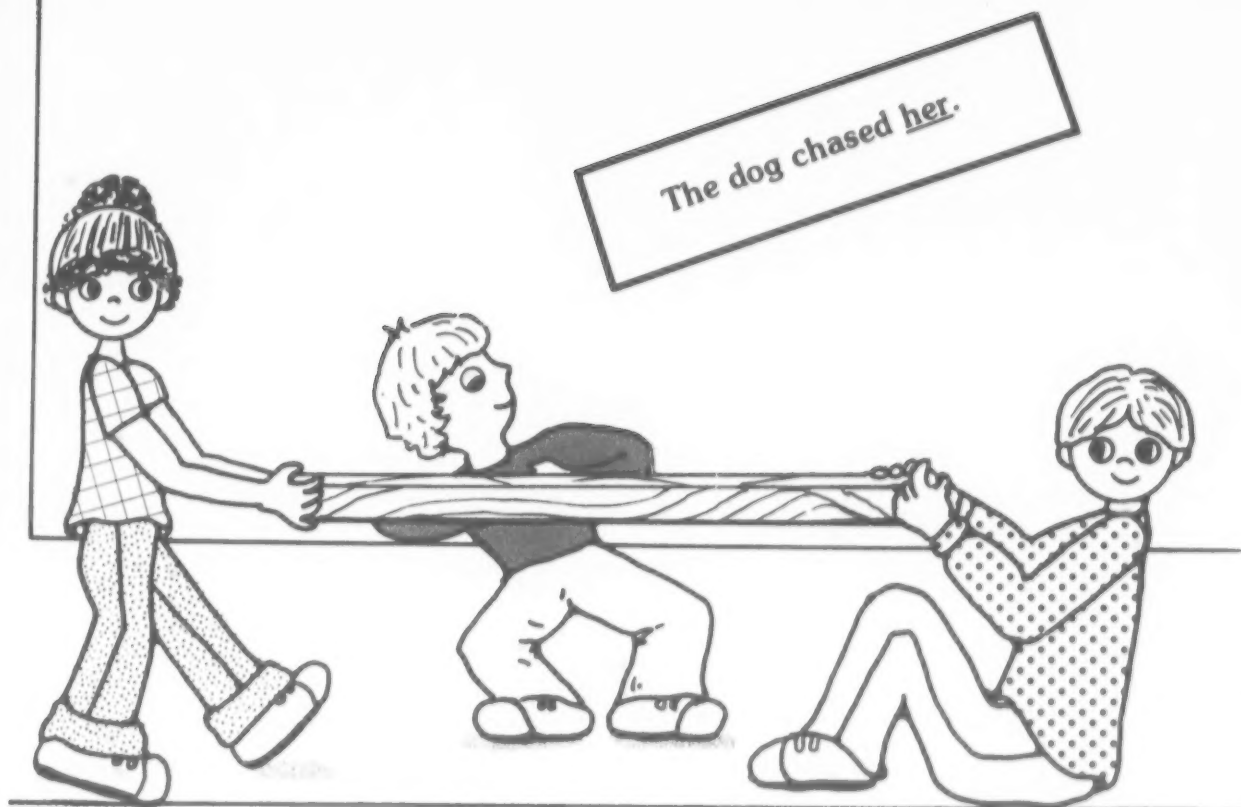
Directions:

Ask students to volunteer to tell jokes. Each one must write his joke on a large sheet of paper and assign it a number as shown in the example above. After he tells his joke, allow the group to rate it on the scale shown on the following page according to the response it received. After all the jokes have been told and rated, award the student with the highest rating "The Chuckle of the Day Award."



A Chuckle A Day Scale

Joke No. 1 Sign in a watch repair shop: <i>"Please be patient. I only have two hands."</i>		Joke No. 2
Joke No. 3 		Joke No. 4
Joke No. 5 		Joke No. 6



How Low Can You Go?

Skill #440, 460, 480, 500, 520

Objective:

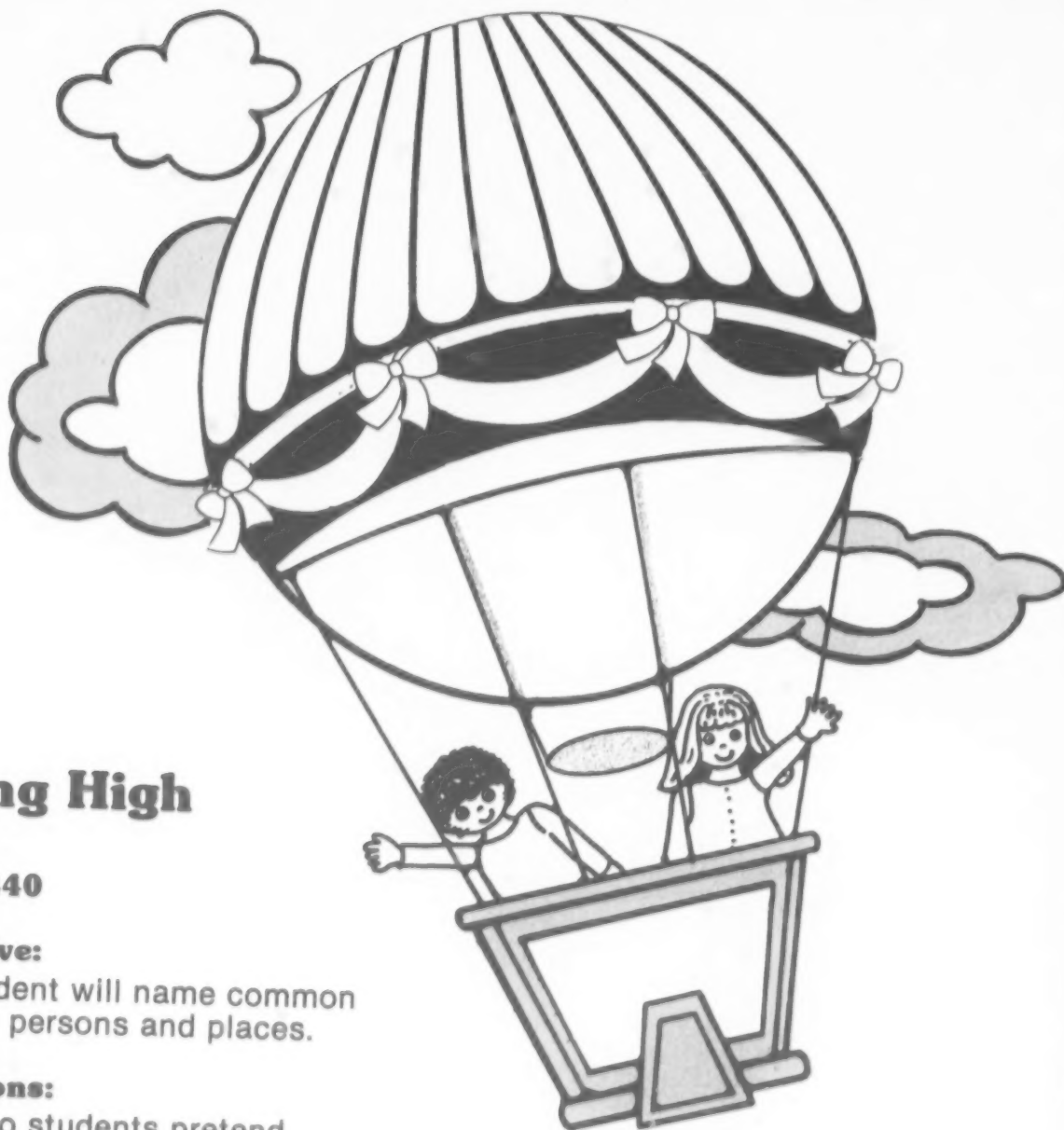
The student will identify nouns, pronouns, verbs, adjectives and adverbs.

Directions:

Provide the students with a broomstick or a lightweight piece of board. Write sentences on strips of posterboard, laminate them and then underline a different part of speech in each sentence. An example is shown above. Have two students hold either end of the board and the others form a line. In alternating turns, show each student in the line a sentence strip. If he correctly names the part of speech underlined, he may go under the limbo stick. If not, he goes to the end of the line.

Follow-up Activities:

1. Have one student name a proper noun and the next student add a descriptive adjective; for example, color Colorado.
2. Use the words from follow-up one to prepare a set of cards and have the students play the game of "Concentration" matching the adjectives and nouns.



Flying High

Skill #440

Objective:

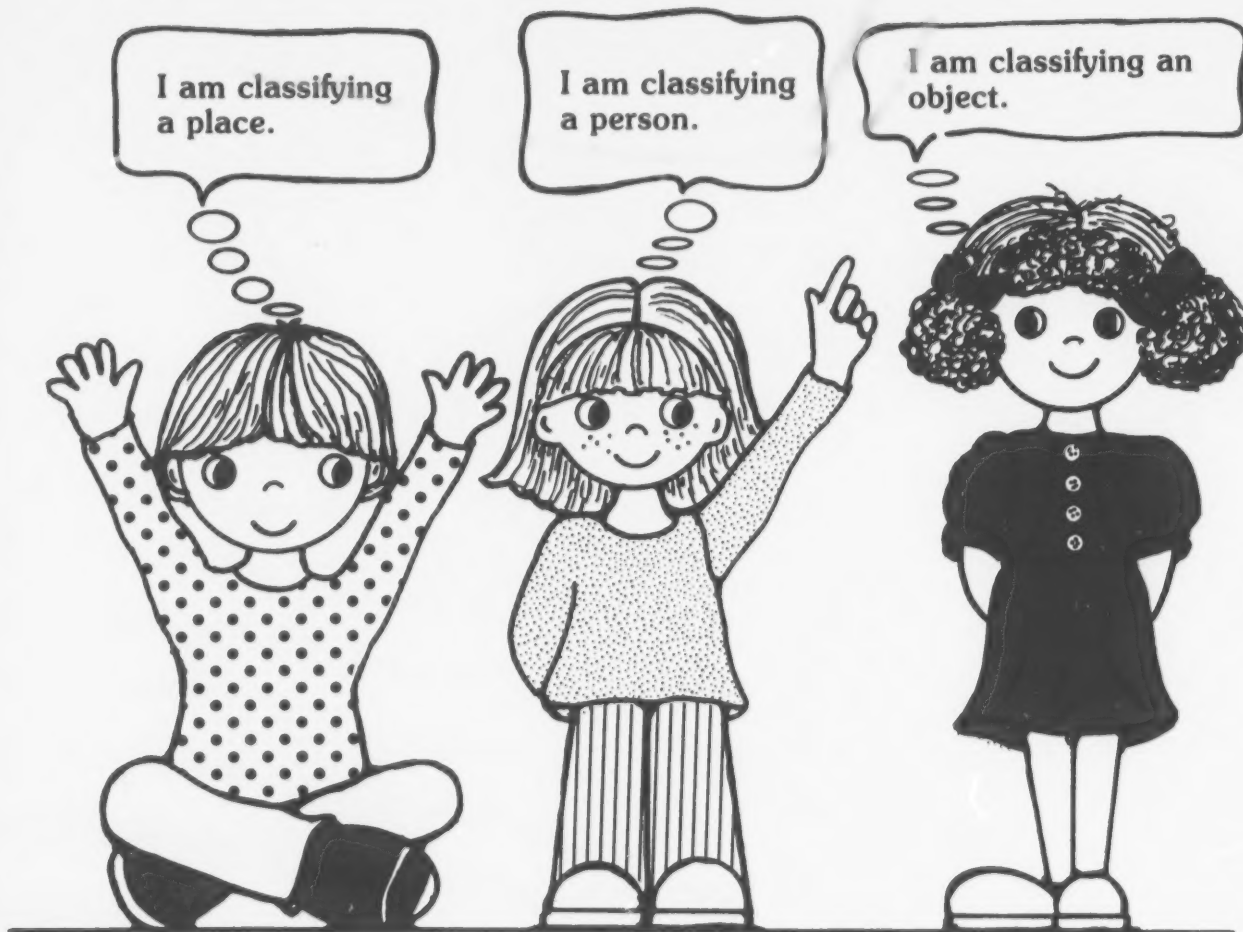
The student will name common objects, persons and places.

Directions:

Have two students pretend they are flying in a hot-air balloon. One must name the place he is "flying" over, and the other must name a person or an object he "sees" there. They may change roles and continue the activity. Happy flying!

Follow-up Activities:

1. Have the students play "Twenty Questions" with geographical locations they have flown over in their balloons. Separate the students into two teams. One team picks a location, and the other team tries to guess that location by asking "yes" or "no" questions.
2. Have the students arrange themselves in a circle. In alternating turns, each must name one object that he might have packed for the balloon trip.



Let Your Body Talk

Skill #440

Objective:

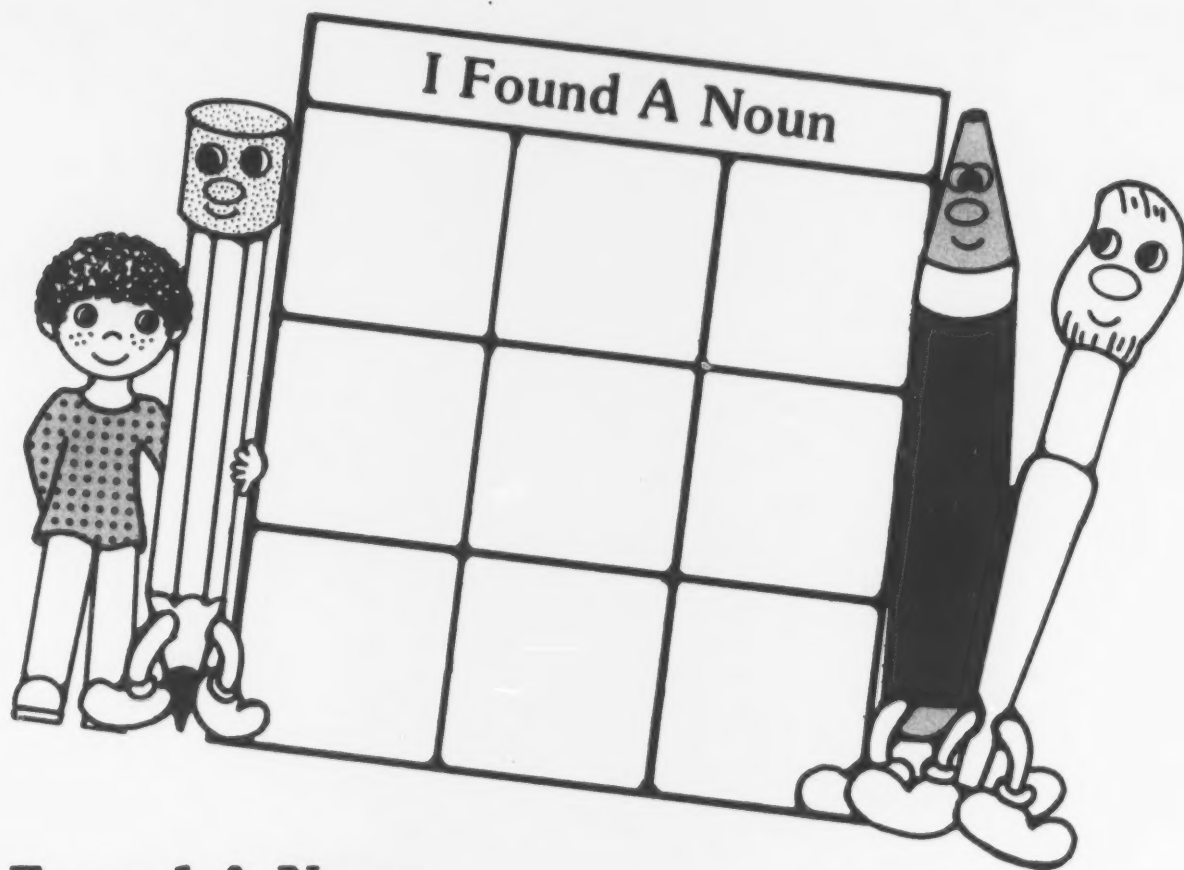
The student will classify common objects, persons and places.

Directions:

As the teacher reads a list of nouns, have the students classify the words by raising one hand to indicate a person, raising two hands for a place, and standing for an object.

Follow-up Activities:

1. Have the student present to the class a proper noun through pantomime. This can be played like the traditional game of "Charades."
2. Let the student assume the identity of an object. Have him give one-word clues about himself until his identity is guessed.



I Found A Noun

Skill #440

Objective:

The student will recognize and name common objects.

Directions:

This game is played like the traditional game of "Tic-Tac-Toe," using X's and O's. In alternating turns, each student must recognize and name an object in the classroom before he marks a space on the activity board shown above. The winner is the first player to have three marks in a row.

Follow-up Activities:

1. Have the students develop a noun box from an old shoe box; start with a set of index cards. On one side of the cards, have the students write a noun and its meaning. On the other side, they must place a picture representing the word. Students may work in pairs to practice recognizing the words.
2. Label three boxes: "Person," "Place" and "Object." Have the students sort the cards from follow-up one into the boxes.



Pronoun Place

Skill #460

Objective:

The student will use pronouns in oral communication.

Directions:

Provide each student with pieces to a house puzzle as shown above. In alternating turns, a student may select a piece to his house and give a sentence using the pronoun that is written on it. If the pronoun is used correctly, he may add that section to "Pronoun Place." The first player to complete his house is the winner.

Follow-up Activities:

1. Recite the poem "This Is the House That Jack Built." As a group activity, have the students rewrite it substituting a pronoun for a noun everywhere appropriate.
2. Play a recording of a popular song and have the students write down each pronoun they hear.



Propel The Pronouns

Skill #460

Objective:

The student will use pronouns as subjects and objects.

Directions:

In alternating turns, have each student spin the arrow to determine which pronoun to use and then to decide in which "cloud" sentence(s) it belongs. He must read the sentence aloud as it is, and then he must read it again, substituting the correct pronoun. If he is correct, he may claim the cloud by putting his initials on it. The student who has collected the most clouds at the end of the game is the winner.

Follow-up Activities:

1. Have the students sort the clouds according to pronouns used as subjects or objects.
2. Use the illustration above as a story starter. Allow each student the opportunity to contribute a sentence using as many pronouns as possible.

Picture Pronouns, Please

Skill #460

Objective:

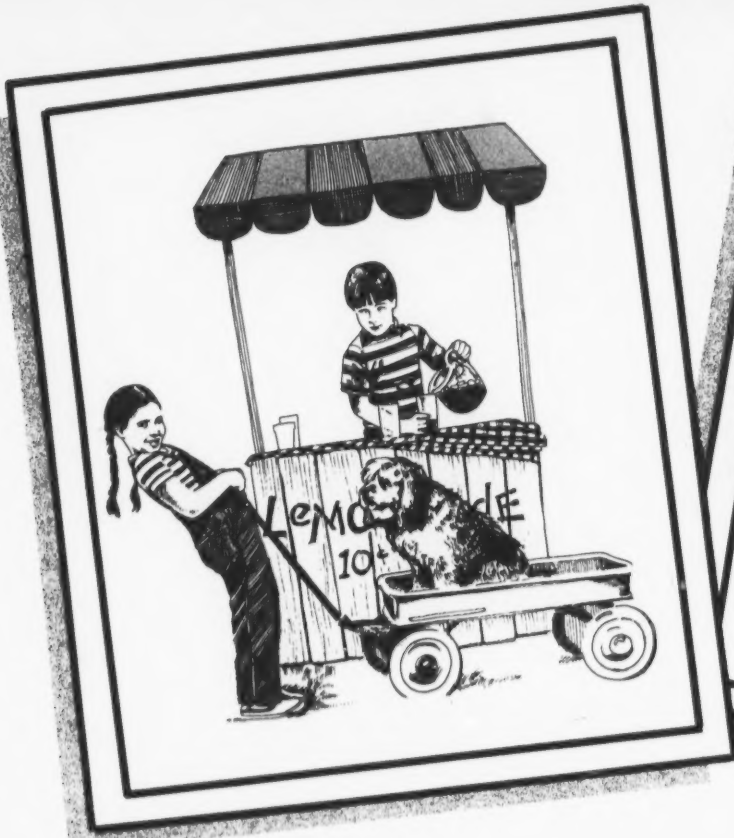
The student will use pronouns in place of nouns.

Directions:

Supply students with several pictures, such as the ones shown on the following pages. After a thorough discussion of the action in each picture, have one student at a time tell something about it in his own words. He must then choose another student to repeat the sentence using pronouns in place of nouns. Each time a student gives the correct pronoun response, he receives a point. Reward the student with the most points a "pronoun" prize.

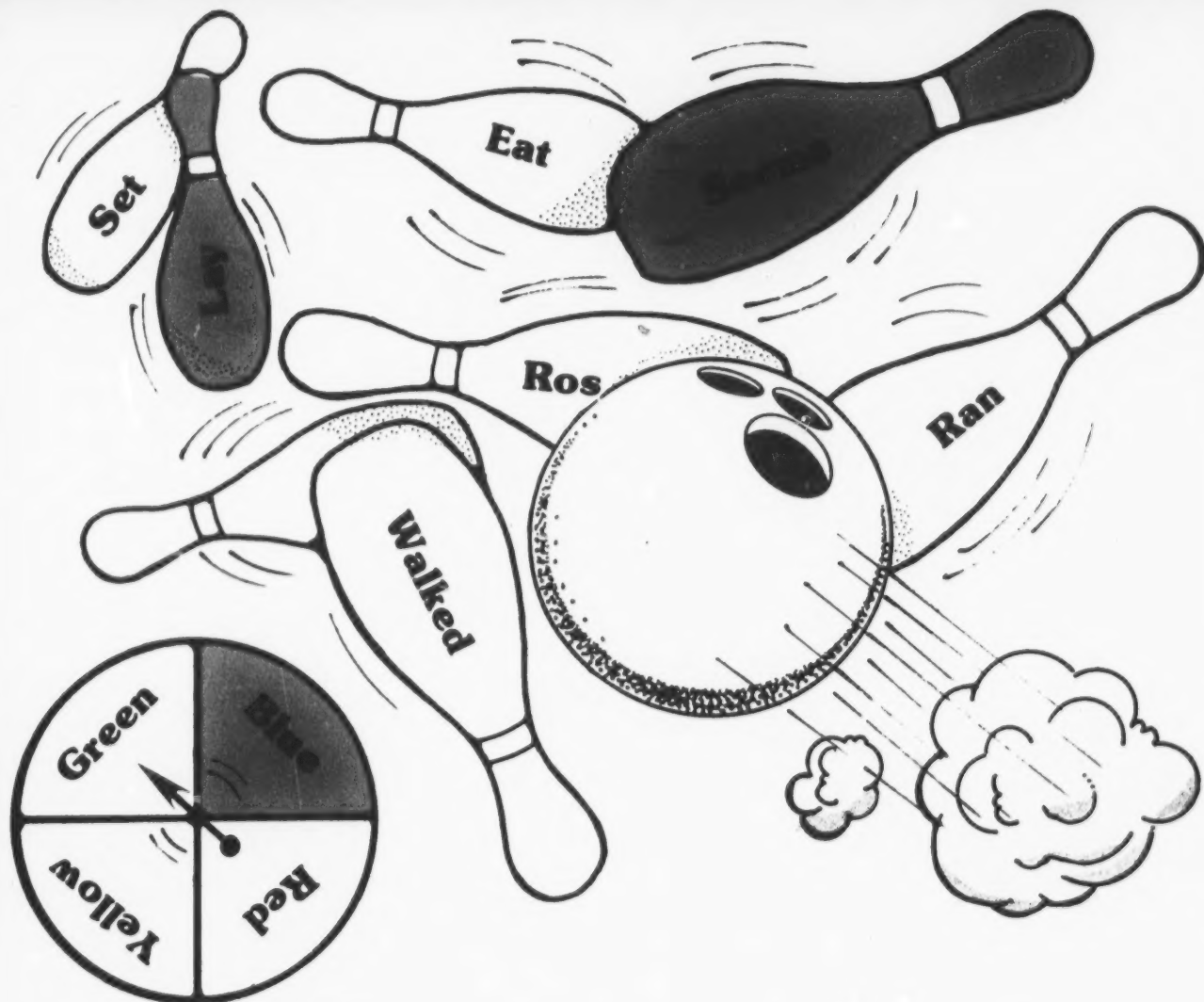
Follow-up Activities:

1. Have students bring old family pictures from home to share in "Picture Pronouns, Please."
2. Use the same format as in the activity above and have the student make up a sentence related to each picture, designating the use of demonstrative pronouns and pronouns as subjects and objects.



*Picture Pronouns,
Please*





Bowl Me Over I

Skill #480

Objective:

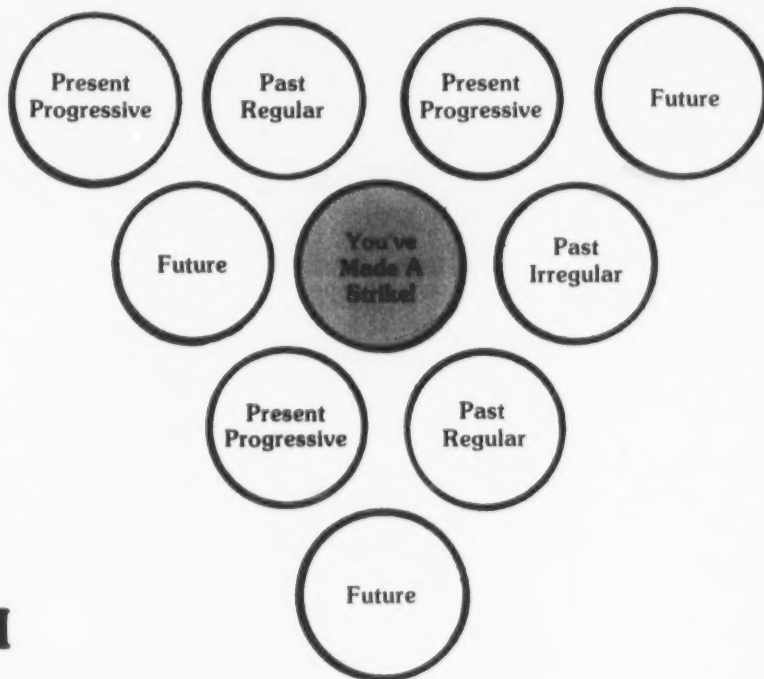
The student will identify the tense of a verb.

Directions:

Make a four-color spinner, such as the one shown above. Make bowling pins in four corresponding colors and write verbs on them. In alternating turns, have each student spin the arrow and choose the color pin indicated. He must use the verb in a sentence and tell what tense it is. If his response is correct, he keeps the pin. The player with the most pins at the end wins.

A Suggestion:

Laminate the bowling pins and then write the verbs on them with a permanent marker. Change the verbs as needed by erasing with hair spray.



Bowl Me Over II

Skill #480

Objective:

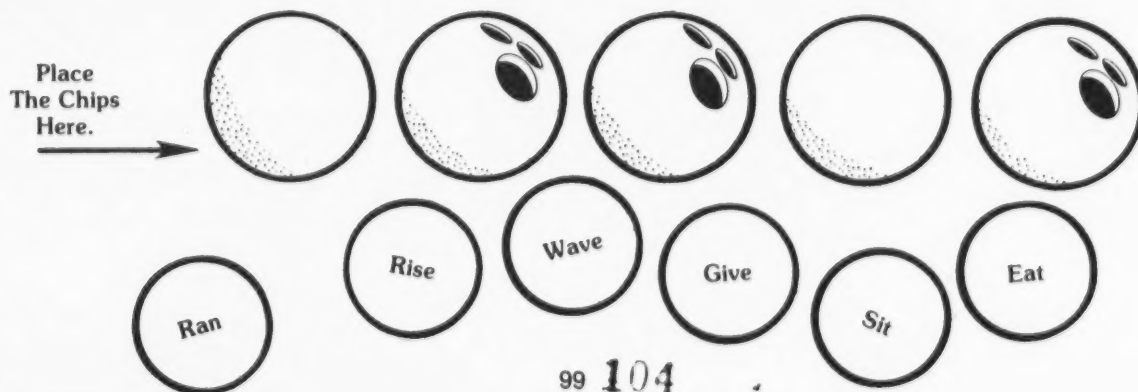
The student will identify the tense of the verb.

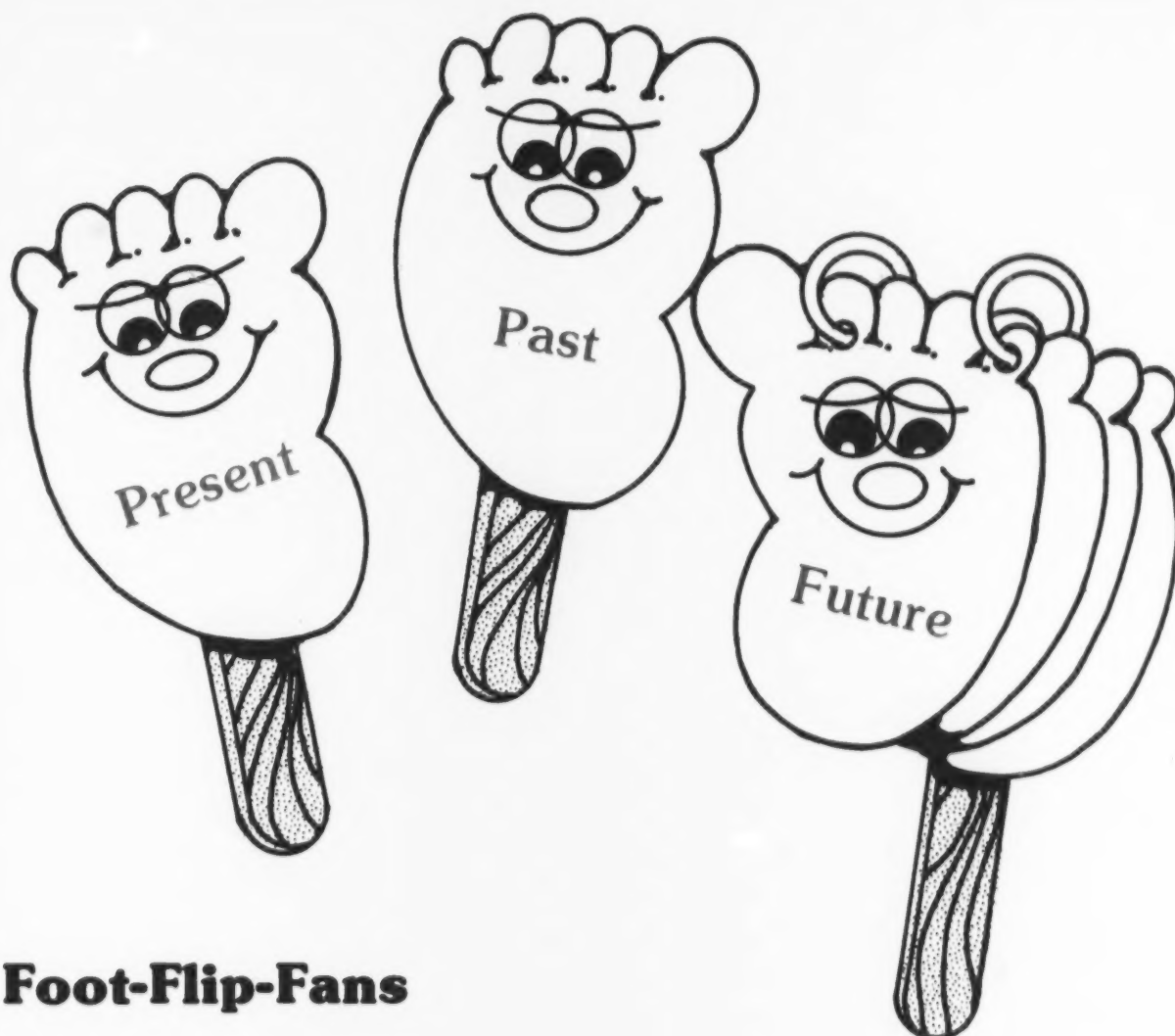
Directions:

Provide approximately twenty-five plastic chips with a verb written on each. Have each player flick five chips, one at a time, to land on the verb tenses. A chip touching any part of one circle is worth one point if the student can give the appropriate tense of the verb. If the chip is touching more than one circle, the student can get additional points for correctly giving the tenses of those verbs. If the player lands directly on the center circle, he receives five bonus points. The student with the highest score wins.

A Suggestion:

Change the verbs on the plastic chips by using hair spray and a permanent marker.





Foot-Flip-Fans

Skill #480

Objective:

The student will identify the tense of a verb.

Directions:

Provide each student with a hand-held foot-flip-fan, such as the ones shown above. Read sentences aloud, one at a time. Have each student identify the tense of the verb by displaying the answer with his fan. Have someone keep a tally of the correct responses.

Follow-up Activities:

1. Reverse the action by showing the verb tense on a fan and by having the student give an appropriate sentence.
2. Play musical "Pass the Fan." Flip to one of the tenses and pass the fan as the music is played. When the music stops, the player holding the fan must give a sentence using the indicated tense.



Will I Go Round In Circles?

Skill #480

Objective:

The student will identify the tense of a verb.

Directions:

Have the students sit in a circle and have one person designated as "it." The student who is "it" will rotate around the outside of the circle and stand behind one player at a time. Hold a sentence card in front of the two students ("it" and the student he is standing behind) who will compete to name the tense of the verb. If the student who is "it" wins, he continues around the circle. If not, the other student takes his place. The first one to complete the circle without missing is the winner.

Follow-up Activities:

1. Reverse the procedure using the same format as above. Call out the tense of a verb and have the student who signals first use it in a sentence.
2. Provide the student with one object at a time and have him tell what he could do with it; for example, apple — eat it, chew it, peel it, etc.

***ACROSS**

1. It was a fast race.
3. He had a torn sock.
5. We rubbed the horse's silky coat.
10. What a calm girl she is!
12. We have a neat room.
14. The green trees were swaying in the wind.
15. He was the sole survivor of the crash.
18. The dreamy music soothed his nerves.
20. The late show is over at twelve.
22. Don't be lazy—it's time to work.
23. Wash your greasy hands.
24. The rear door needs repair.
25. She is young to be in college.
26. Dry the wet rag now.

***DOWN**

2. I found a stray puppy.
4. We could see their nodding heads.
6. The plumber came to fix the leaky sink.
7. The speedy runner broke the record!
8. We were lost in the dense forest.
9. What a messy desk you have!
11. Beware of the mad dog!
13. I could not see over the tall wall.
16. The problem was easy for him to solve.
17. The narrow hall led to the library.
19. The teacher was angry when the boys broke the window.
21. He was eager to please.

Hip-
Hippo-Ray!



Hip-Hippo-Ray

Skill #500

Objective:

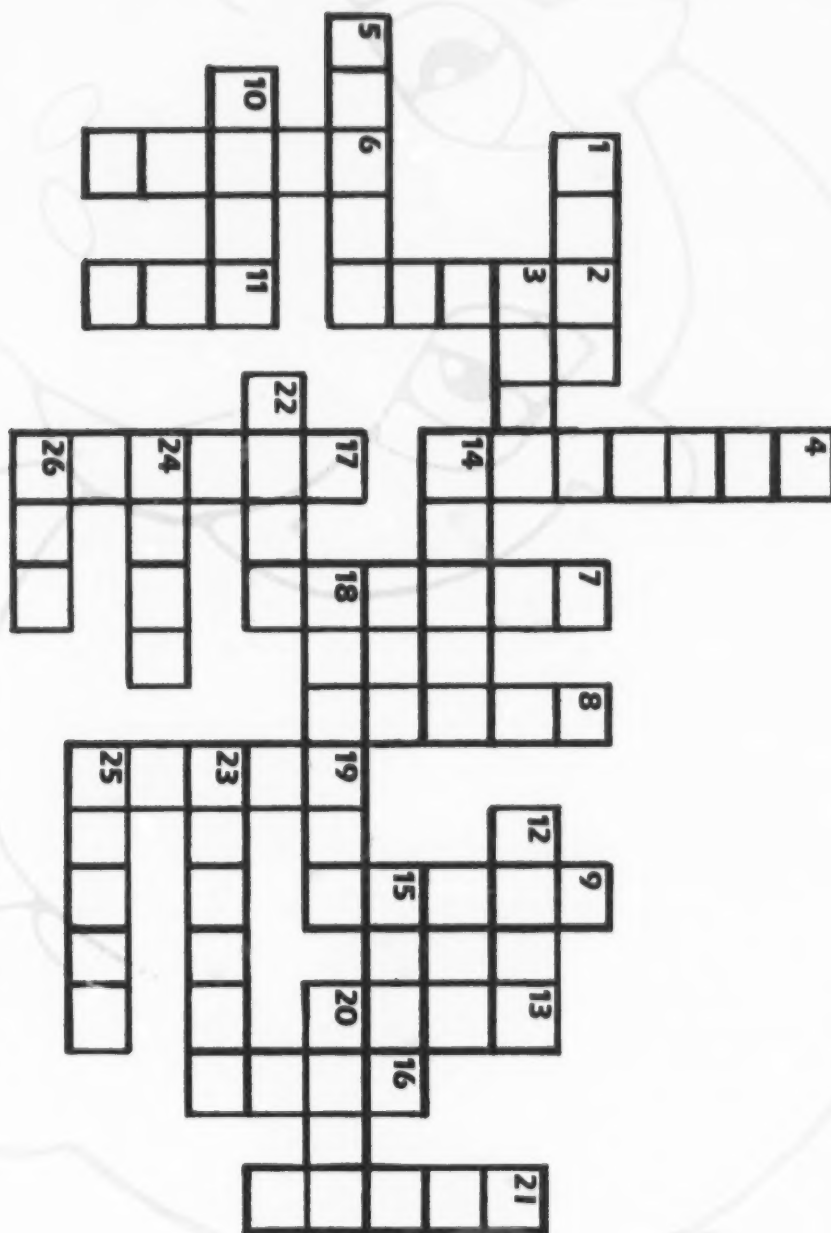
The student will identify adjectives.

Directions:

Provide each of two students with one of the "hippo" cards shown above. In alternating turns, have each student read a numbered sentence to his partner who must identify the adjective and write it on the crossword puzzle shown on the facing page. A correct response on the first try gives the student one point. Tally points at the end to determine the winner.

The crossword puzzle is taken from *Making Kids Click* by Linda Polon and Aileen Cantwell.

Hip-Hippo-Ray! Gameboard



"Le Chef" Extraordinaire

Skill #500

Objective:

The student will use adjectives to describe objects.

Directions:

Have the student choose a category of dinner courses by taking one of the potholders from "Le Chef." The student must select an item under his chosen category and then give one-word descriptions until another student correctly guesses its identity. Have

several suggestions written on the back of each potholder; for example, desserts—lemon pie, chocolate cake, peach ice cream, etc. The student who correctly identifies the mystery food receives the next turn.

Follow-up Activities:

1. Show students pictures of food and have them give adjectives describing those food objects.
2. Provide each student with a portion of an edible object. Try to use something unfamiliar; for example, a persimmon. The student must give adjectives describing its taste.





Descriptive Nursery Rhymes

Skill #500

Objective:

The student will
identify adjectives.

Directions:

In alternating turns, have each student recite a favorite nursery rhyme. The others must count the adjectives they hear and tally them on individual chalkboards. Have the student identify each adjective as the rhyme is recited again.

Follow-up Activities:

1. Have each student recite his nursery rhyme omitting all adjectives.
2. Give two students a copy of the same nursery rhyme. Have them add as many adjectives as they can and then compare the results.

I think it is a toothbrush.

It's In The Bag

Skill #500

Objective:

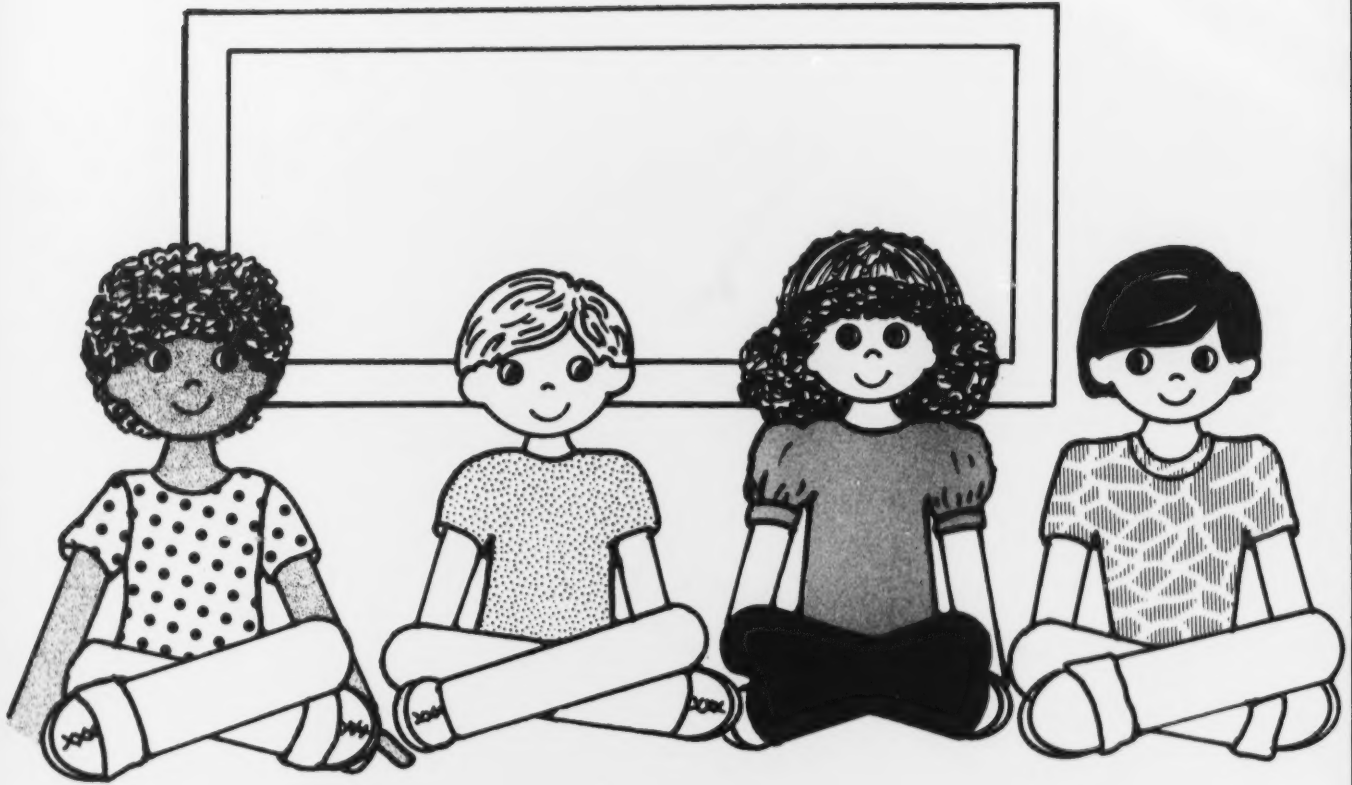
The student will use adjectives to describe objects.

Directions:

Provide the student with a bag containing an everyday object, such as a toothbrush, a roll of tape, or a small toy. Have him look at the object in the bag and then give adjectival clues, one at a time, until someone guesses its identity. The object can be "secretly" changed as the students alternate turns.

Follow-up Activities:

1. Blindfold the student; hand him one object at a time and have him give adjectives to describe its feel or touch.
2. Have several objects displayed. Let each student select one and give a descriptive sentence about it using at least two adjectives.



What's In A Name

Skill #500

Objective:

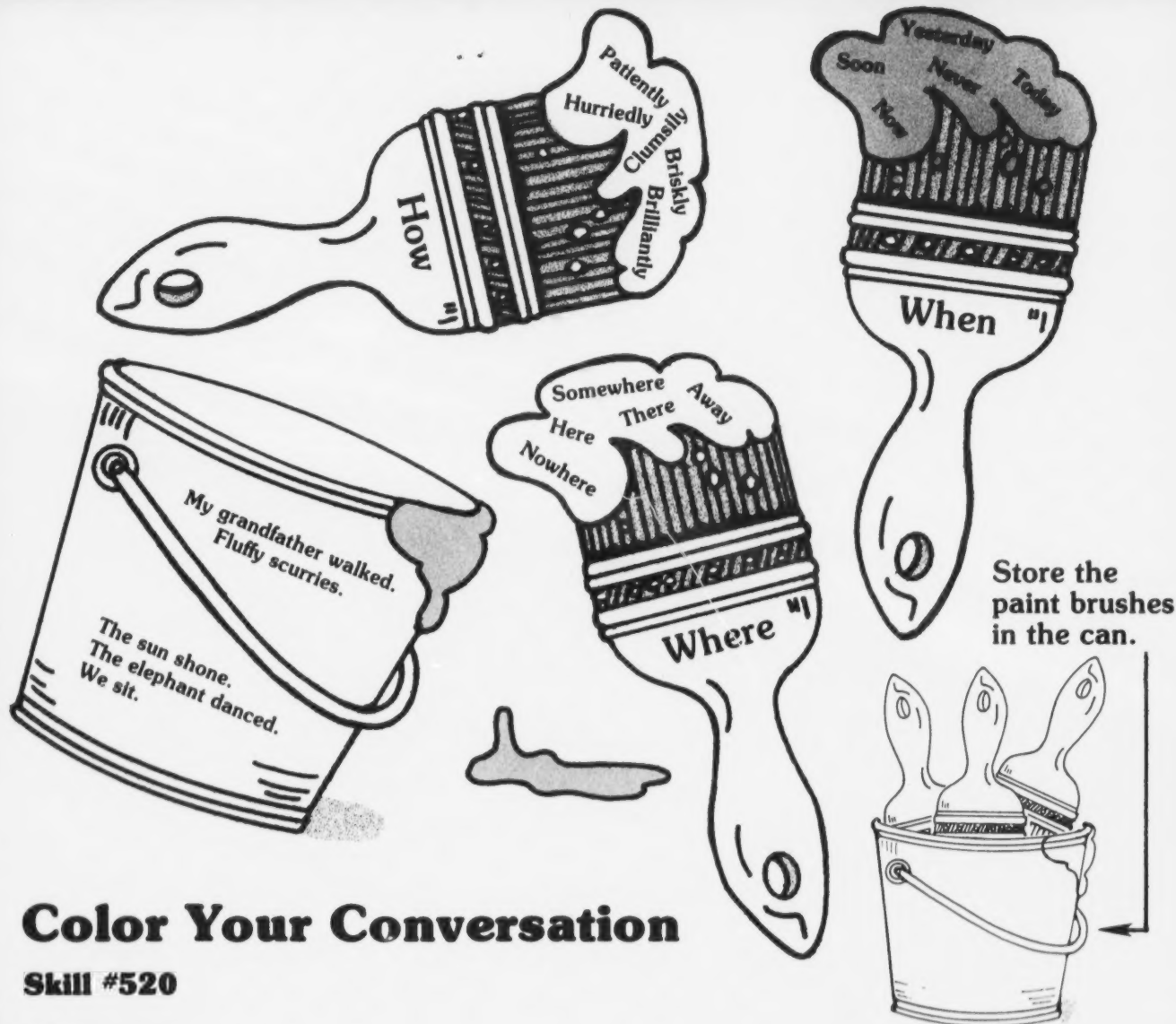
The student will use one adjective to describe a person.

Directions:

Have the students sit in a circle. In alternating turns, have each student give an adjective that describes himself and that begins with the same letter as his first name. Each student must repeat the adjectives and names that have gone before and then add his own; for example, jolly John, marvelous Mary and tricky Theresa.

Follow-up Activities:

1. Choose one name and allow each student to give an alliterative adjective as a variation. As in the activity, all adjectives must be repeated by each student.
2. Have each student make a book in the shape of his silhouette and fill it with descriptive words and phrases.



Color Your Conversation

Skill #520

Objective:

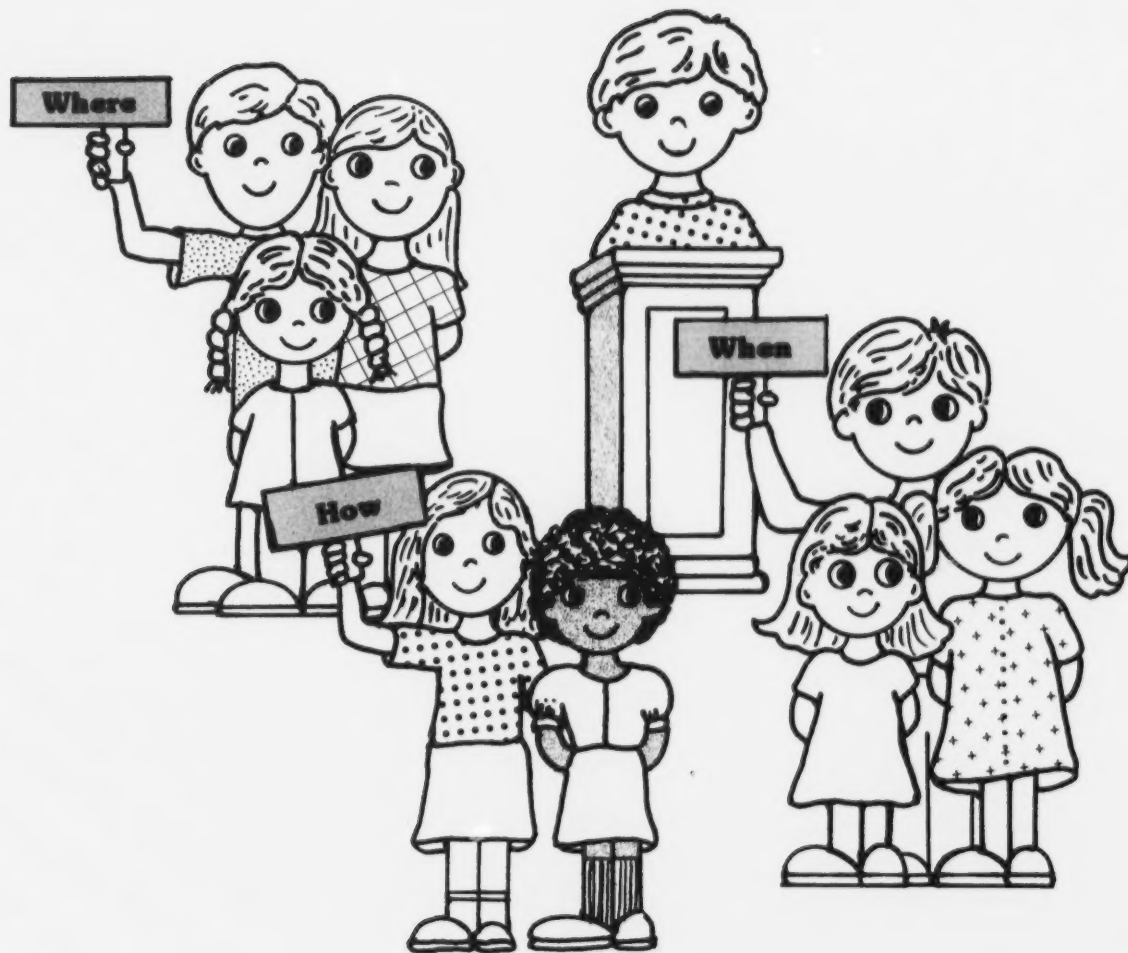
The student will use adverbs to modify verbs, adjectives or other adverbs.

Directions:

Just as paint can brighten and color the world of things around us, adverbs can add "color" to our speaking. Distribute the paintbrushes among three students. Read simple sentences containing no adverbs and let each student add an appropriate one in the category his brush indicates. Have the student repeat the entire sentence each time.

Follow-up Activities:

1. Prepare a short story leaving out all adverbs. Provide three students with paintbrushes for inserting the proper adverbs.
2. Show the student a picture that depicts an action or an emotion. Encourage him to give adverbs that describe that particular action or emotion.



Adverb Auction Today

Skill #520

Objective:

The student will identify the manner, time and frequency of an action.

Directions:

Have an "adverb" auction. Divide the group into the following three sections: how, when and where. Have one student in each group hold an identifying sign. The student selected as auctioneer should read aloud one sentence at a time. When a student hears an adverb that belongs in his group, he must raise his hand quickly. The first student recognized by the auctioneer may identify the adverb, receiving one point for each correct response. The first one to score eight points will be declared the highest bidder.



Post An Adverb

Skill #520

Objective:

The student will use and recognize adverbs in speech.

Directions:

Have one student pretend that he is the "kangaroo" mailman and deliver the letters in his letter pouch. Ask each student to read his letter to the class and to follow its instructions. Sample letters are given.

Follow-up Activities:

1. Have the student tell whether his adverbs are adverbs of manner, time or frequency.
2. Have each student choose his favorite pet and then describe him using adverbs of manner, time and frequency.

Dear Brenda,
Pretend that you are in Alaska visiting an Eskimo village. Describe what the Eskimos are doing using these adverbs: hurriedly, fast, and never.

Sincerely,
Addie Adverb

Dear Roger,
Using the adverbs "then" and "now," tell the class about an experience you have had.

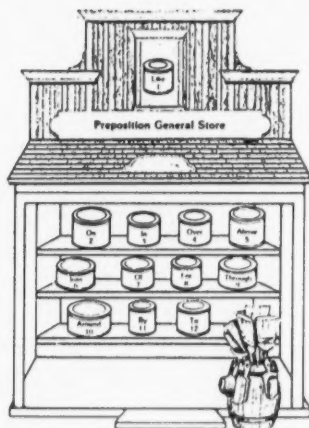
Sincerely,
Adverbial Annie

Dear Sue,
Using at least two adverbs, tell Brenda what happened during the school play.

Sincerely,
Agnes Adverb



Use this pattern to enlarge.



Requisition Forms

Requisition #A
She dived _____ the pool.

Requisition #B
He opened a book _____ poems.

Requisition #C
Put the bird _____ the cage.

Tally
Sheet
Points

5
4
6
9
24

Answer Key

Requisition Number	Number of Preposition
A	6,3
B	7
C	6,3
D	9,6,3
E	1
F	2
G	3
H	4,5,11
I	8
J	10,11
K	12

Requisition A Preposition

Skill #540

Objective:

The student will identify prepositions.

Directions:

Choose one student to be the store owner. In alternating turns, have each student draw a requisition form, such as the ones shown above, containing sentences with the prepositions omitted. He must read the sentence aloud and then insert a preposition from the general store into the blank. A correct response awards the student the number of points on the can or cans he has chosen. The store owner holds the answer key and is responsible for awarding points. The first student to reach a score of 21 becomes the store owner, and the game continues.

More Requisitions . . .

Requisition #D
She looked _____ the telescope.

Requisition #E
Mary is _____ her father.

Requisition #F
He was _____ the sailboat

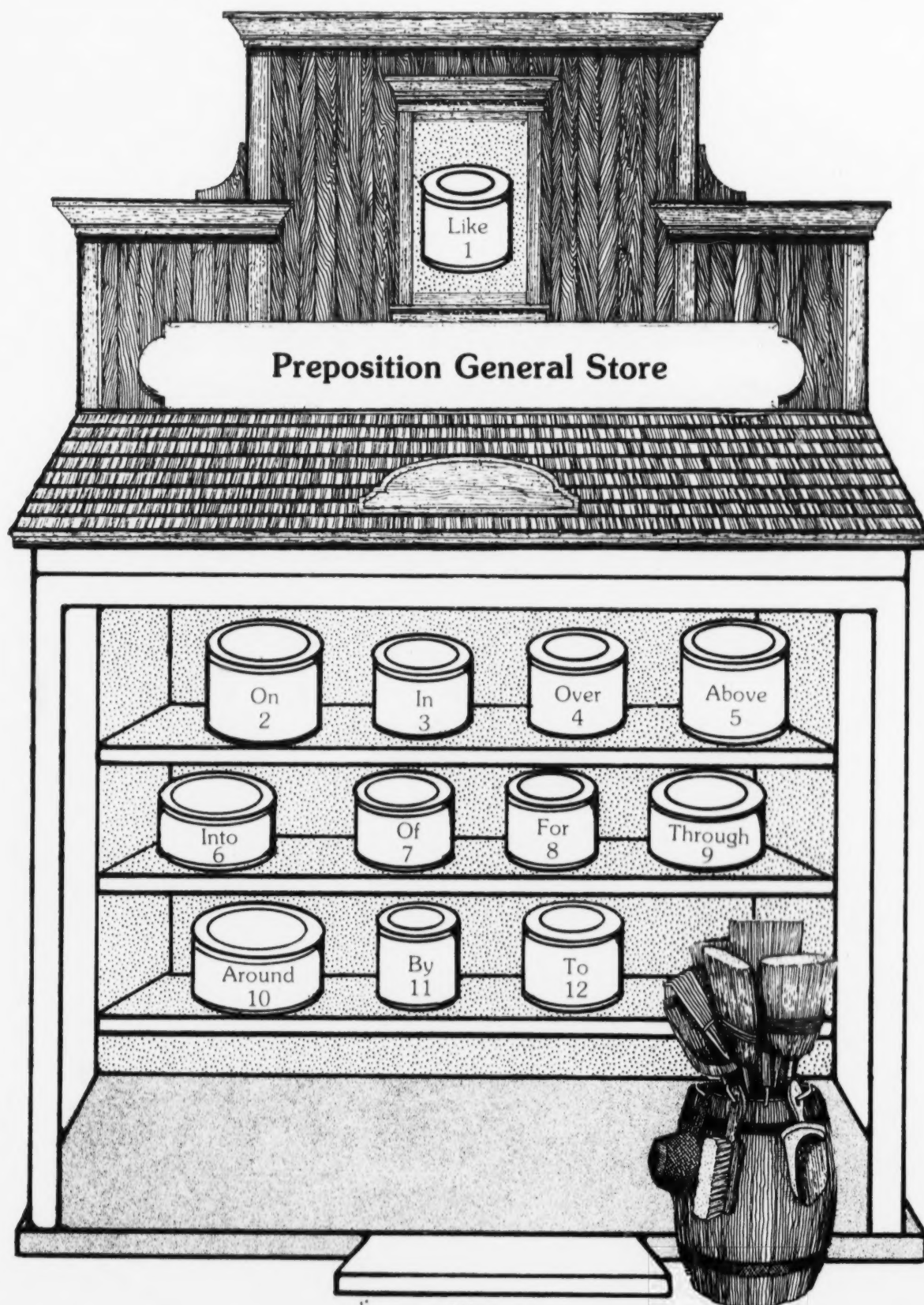
Requisition #G
My father was _____ town last night.

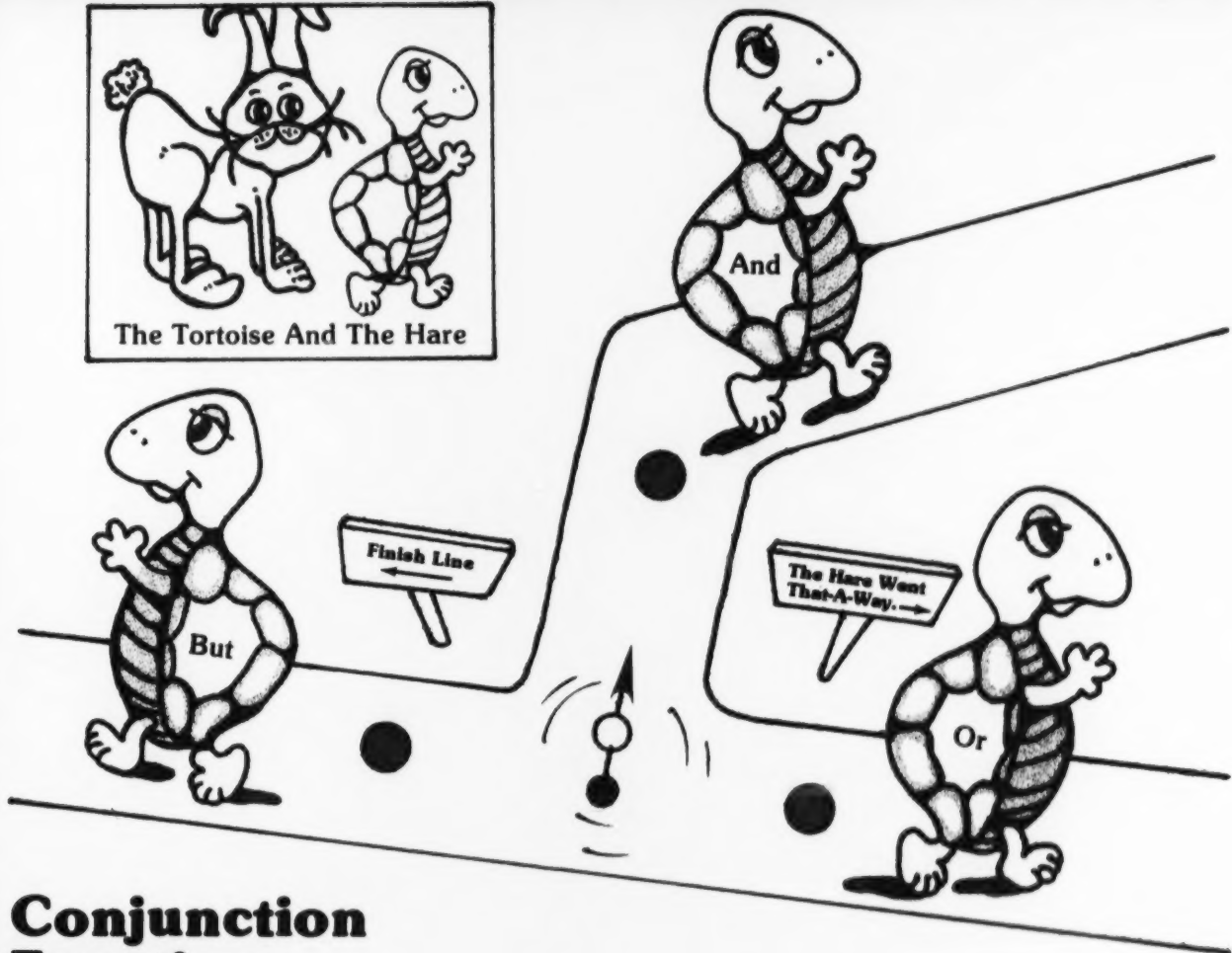
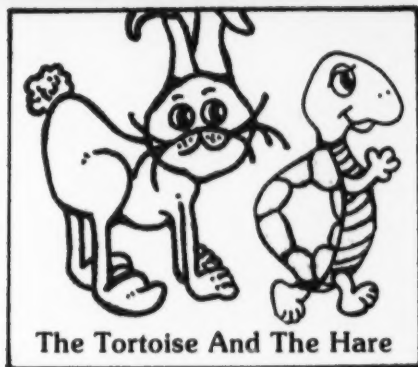
Requisition #H
We flew _____ the capital

Requisition #I
We are not _____ that team.

Requisition #J
The girls ran _____ the school.

Requisition #K
Paul was going _____ town after lunch.





Conjunction Function

Skill #560

Objective:

The student will use words that join or link other words, phrases or sentences.

Directions:

Familiarize the students with the story "The Tortoise and the Hare." Allow one of them to spin the arrow and to use the selected conjunction to make a sentence relating to the story. The student who continues the longest is the winner.

Follow-up Activities:

1. Play a circle game similar to "Rhythm." The play moves around the circle clockwise. Each student must give a pair of words normally associated together; for example, ham and eggs, black and white. He must be careful not to break the rhythm of the game.
2. Have each student observe differences in people and in things found in the room and give a sentence using the conjunction "but"; for example, Mary is tall but Judy is taller.

Animal, Vegetable Or Mineral

Skill #580

Objective:

The student will classify names of things by common characteristics.

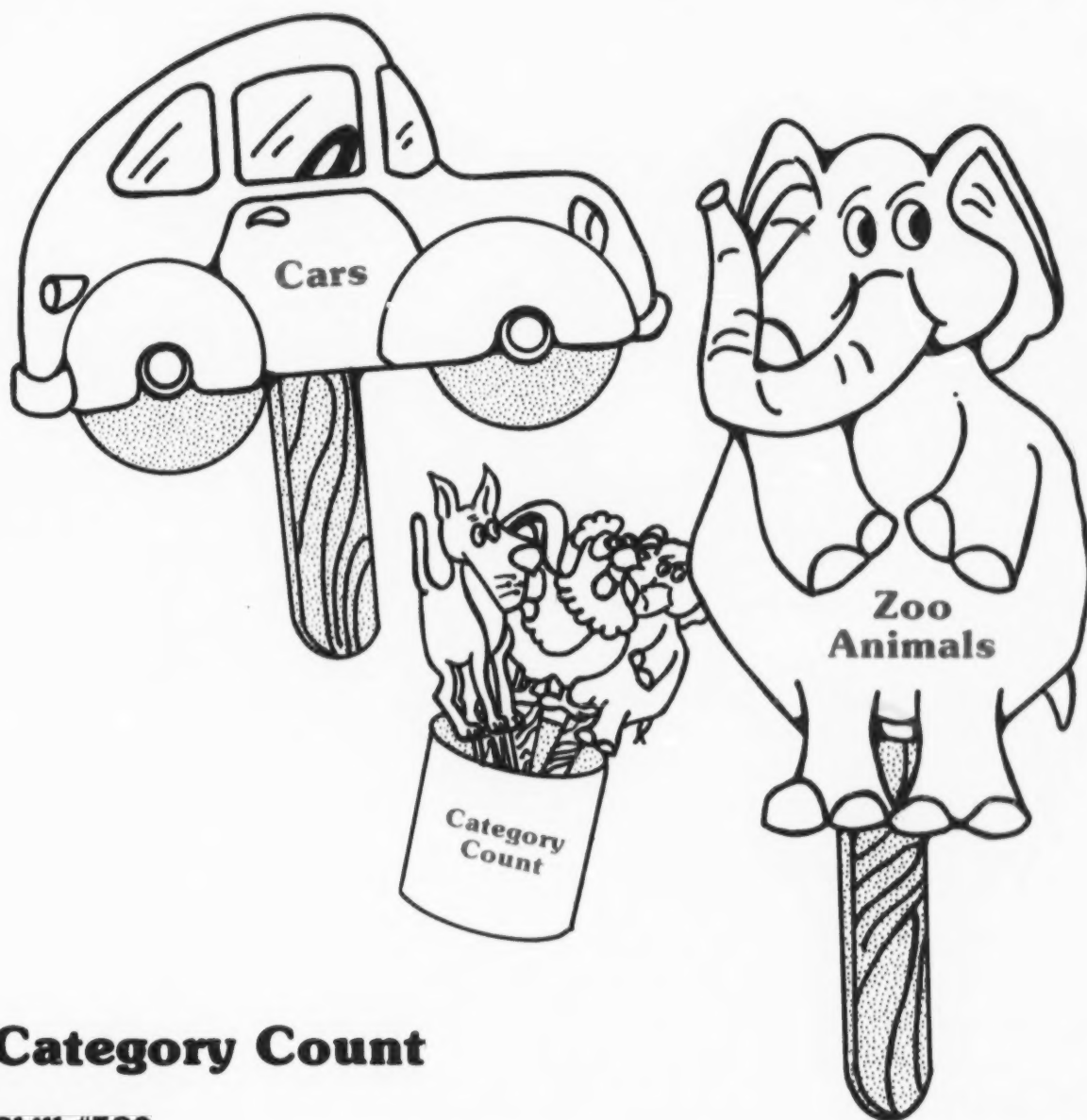
Directions:

Select one person to think of something under one of the following three categories: animal, vegetable or mineral. The other students ask "yes" or "no" questions until someone identifies it correctly. That person becomes the next one to select an item.

Follow-up Activities:

1. Have a student select a secret object in the classroom and give three clues, one at a time, as to color, shape and size. Give an opportunity after each clue for someone to guess its identity. The person who is correct makes the next selection.
2. Play a free-association word game. The student selected to be "it" names a category for each player who must give the first response that comes to his mind.





Category Count

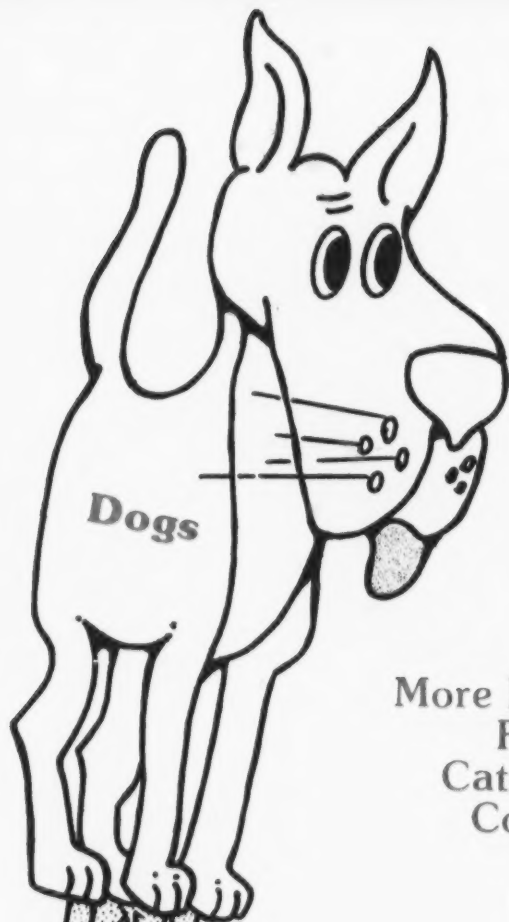
Skill #580

Objective:

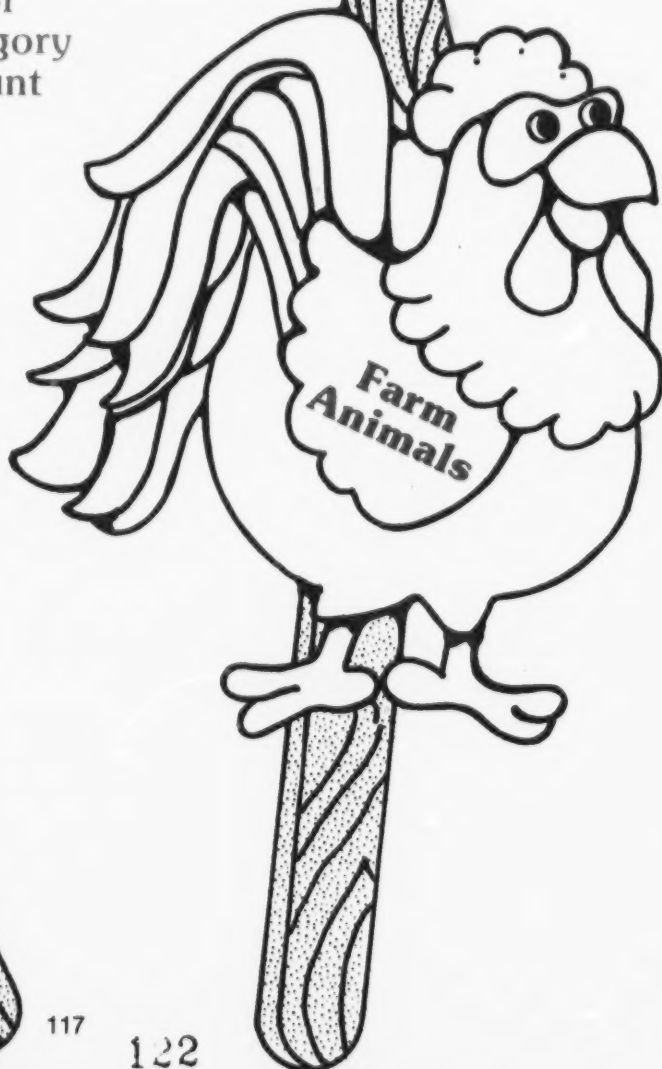
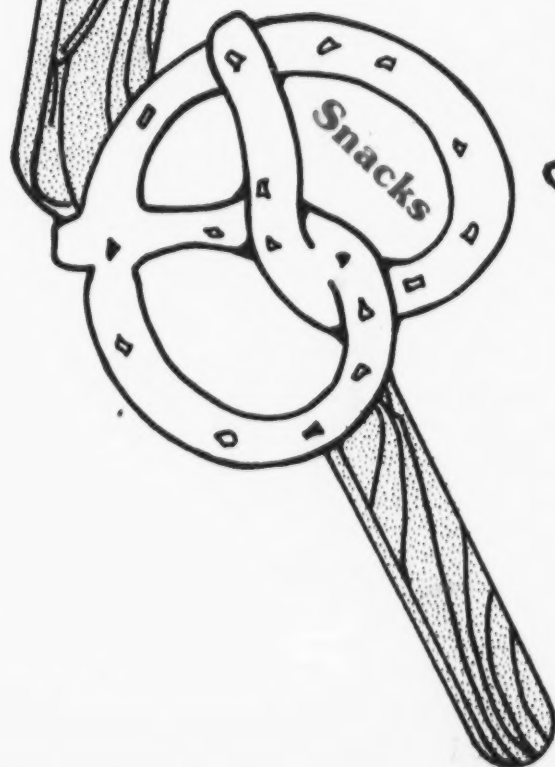
The student will classify names of things by common characteristics.

Directions:

Trace or enlarge the patterns on the following two pages and glue the tongue depressors on the backs of them. Give one to each student and, in alternating turns, have each student name as many things common to that category as possible in 20 seconds. The student who names the most things in his category is the winner.



More Patterns
For
Category
Count



Friend

Smooth

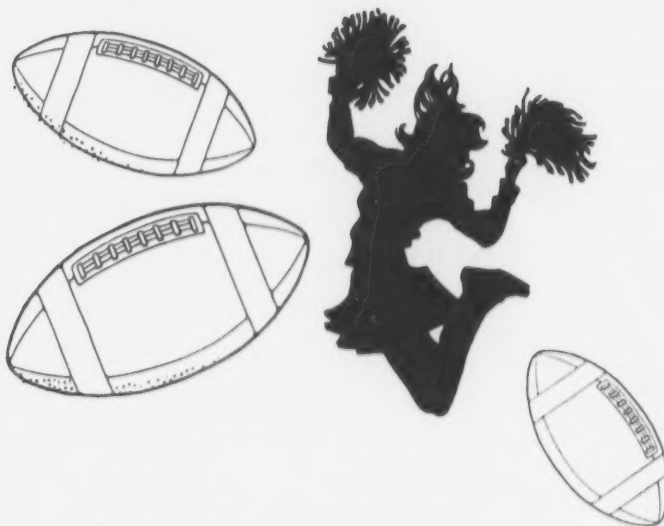
Write

Morning

Class

Weather

Beg



Let's Play Ball

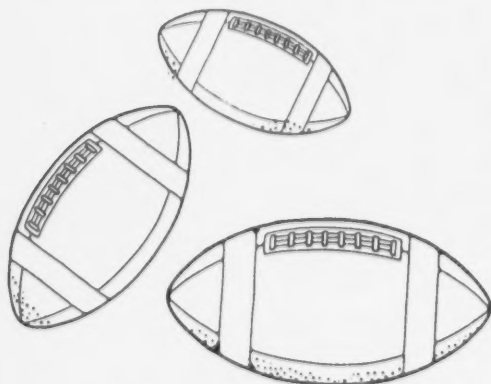
Skill #600, 620, 640

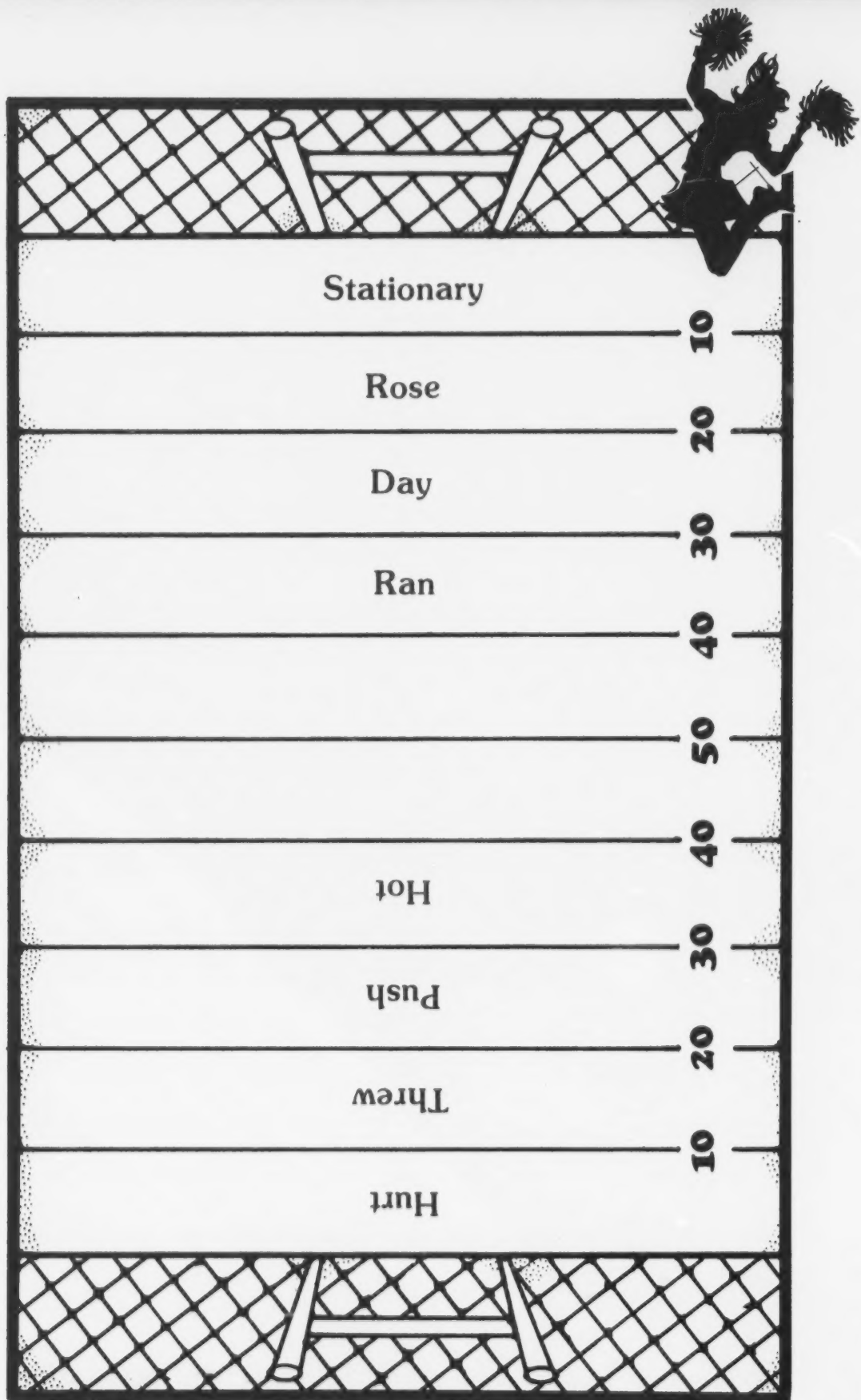
Objective:

The student will identify synonyms, antonyms and multiple-meaning words.

Directions:

Place a word card on each ten-yard line of the gameboard shown on the following page. Divide the students into two teams, each starting on the fifty-yard line and progressing to a goal. Use "football" shapes for markers. In alternating turns, have each team member give a synonym, an antonym or a homonym for the word on the yard line. If he reaches the goal without a mistake, he scores a touchdown. If not, the ball remains on the yard line of the last correct response, and the play goes to the other team. At the end of the game, tally the score to determine the winning team. Change the words each time a touchdown is scored.





Stationary

10

Rose

20

Day

30

Ran

40

50

40

Hot

30

Push

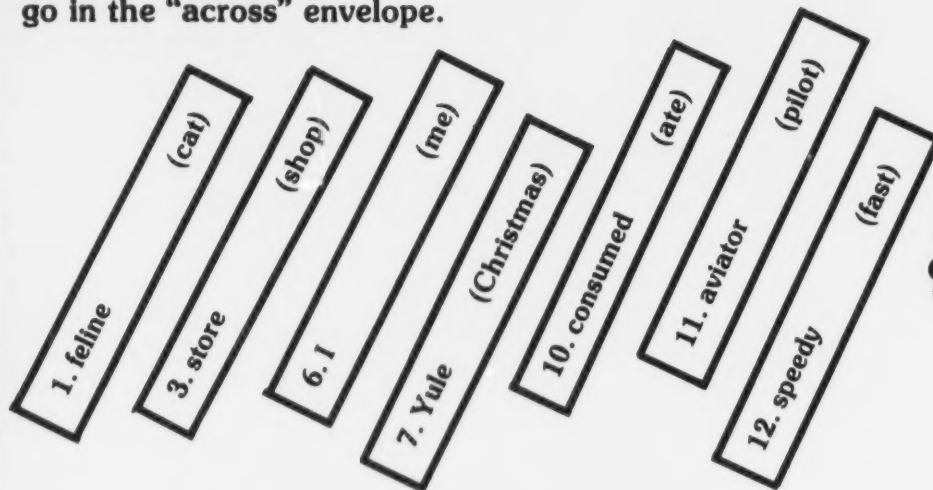
20

Threw

10

Hurt

The following strips go in the "across" envelope.



Cat Got Your Tongue

Skill #600

Objective:

The student will discover and use synonyms for known words.

Directions:

Have one student begin by choosing a strip from either the "down" or the "across" envelope. He must read the word aloud and give a synonym to fit the puzzle. The students alternate turns until the puzzle is completed.

2. toward (to)

3. saline (salt)

4. gifts (presents)

5. cover (wrap)

6. rug (mat)

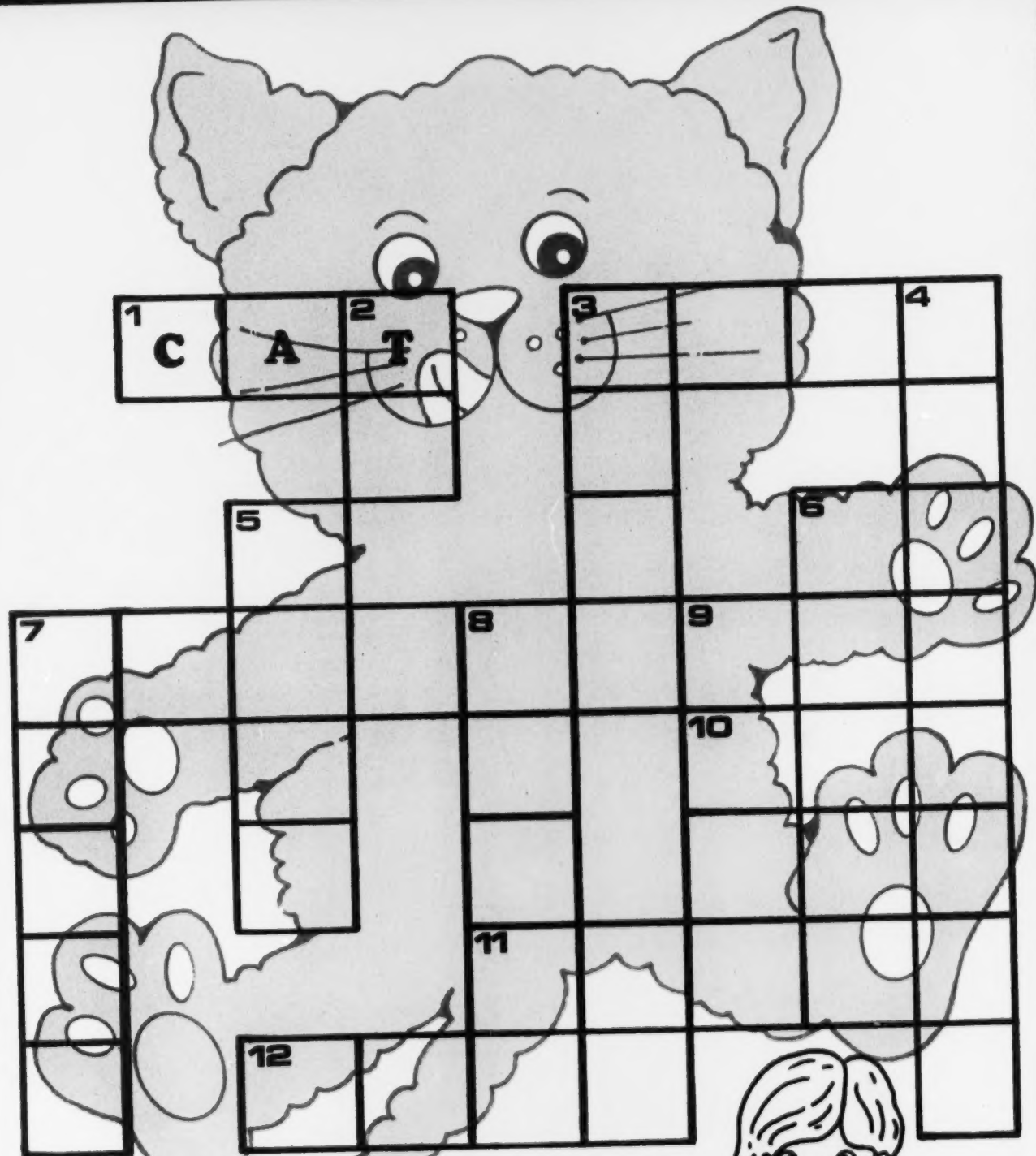
7. applauds (claps)

8. stairs (steps)

9. post (mail)

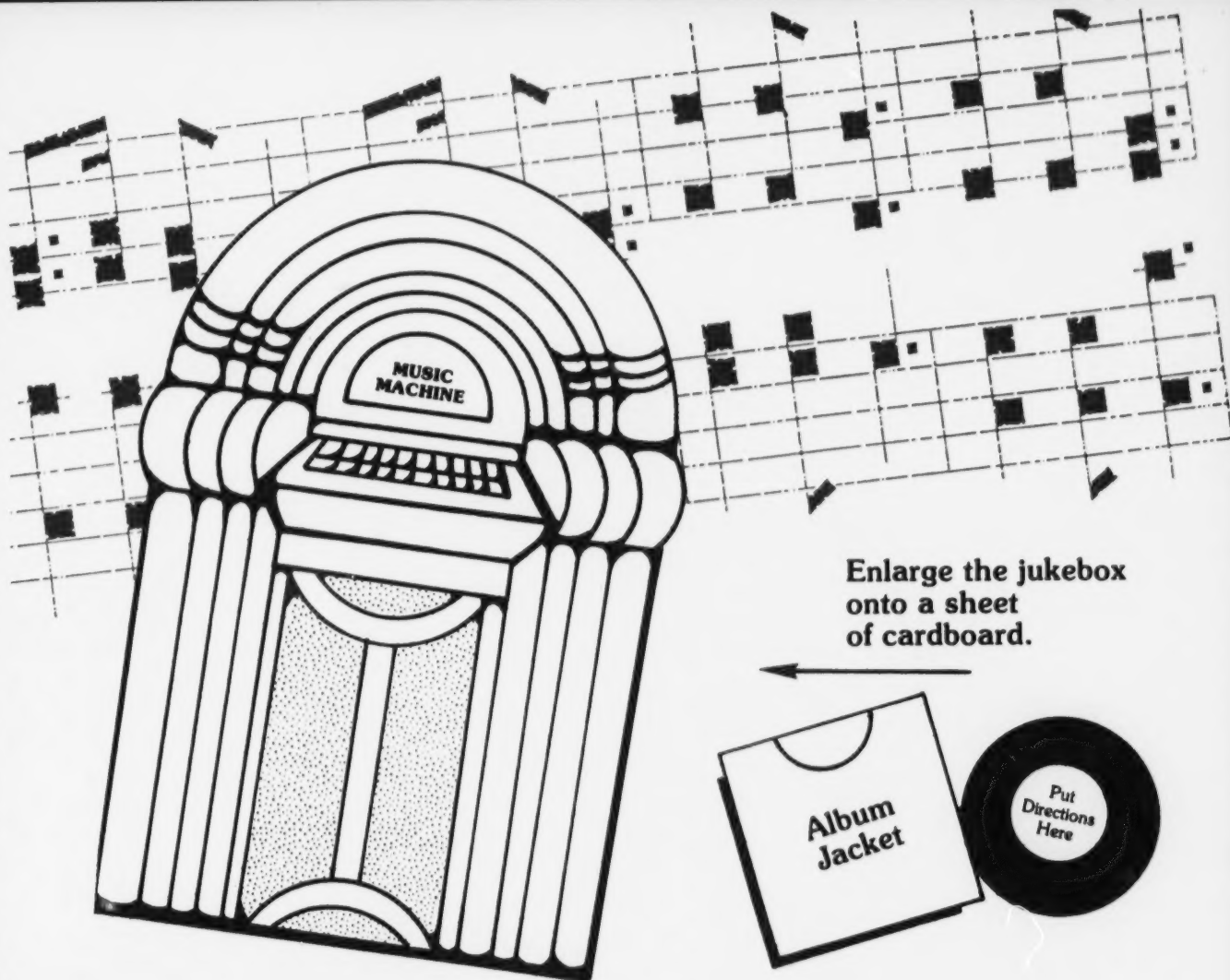


The above strips go in the "down" envelope.



Cat Got Your Tongue...





Platter Chatter

Skill #600, 620, 640

Objective:

The student will identify synonyms, antonyms and homonyms.

Directions:

"Platter Chatter" is a musical learning center. On the next three pages are suggestions for songs and lyrics which can be taped or played on a record player. Put the directions on albums as shown in the examples. Designate one student to be the "disc jockey" who changes the records and gives the directions.

A Suggestion:

This activity can be easily adapted to individual student use with earphones and a recorder to tape his answers.



"Sailing"

Christopher Cross

"Sailing"

"Sailing"

Skill #600

Objective:

The student will identify synonyms.

Directions:

Have the student listen to a recording of "Sailing" and list at least three words for which he can identify synonyms. Have the students orally compare their lists.

Suggested Answers:

Paradise - Heaven
Tranquility - Quietness
Reverie - Daydream
Serenity - Peace

"Sailing"

It's now far down to paradise
At least it's now for me
And if the wind is right you can
sail away
And find tranquility
The canvas can do miracles
Just you wait and see
Believe me

It's not far to never never land
No reason to pretend
And if the wind is right you can
find the joy
Of innocence again
The canvas can do miracles
Just you wait and see
Believe me

Sailing
Takes me away
To where I've always heard it
could be
Just a dream and the wind to
carry me
And soon I will be free

Fantasy
It gets the best of me
When I'm sailing
All caught up in the reverie
Every word is a symphony
Won't you believe me

It's now far back to sanity
At least it's not for me
And if the wind is right you can
sail away
and find serenity
The canvas can do miracles
Just you wait and see
Believe me

Christopher Cross

From the album, *Christopher Cross*.
Copyright 1979 by Pop 'N' Roll Music

"The Sounds Of Silence"

Paul Simon

"The Sounds Of Silence"

"The Sounds of Silence"

Skill #620

Objective:

The student will identify antonyms.

Directions:

Have the student listen to "Sounds of Silence." List at least four words from the song and write an antonym for each. Have the students orally compare their lists.

Suggested Answers:

Darkness - Light
Silence - Noise
Narrow - Wide
Damp - Dry
Whisper - Shout

*"The Sounds Of Silence"

Hello, darkness, my old friend,
I've come to talk with you again.
Because a vision softly creeping,
Left its seeds while I was sleeping,
And the vision that was planted in
my brain
Still remains
Within the sound of silence.

In restless dreams I walked alone,
Narrow streets of cobblestone,
'Neath the halo of a street lamp,
I turned my collar to the cold and
damp

When my eyes were stabbed by the
flash of a neon light
That split the night.
And touched the sound of silence.

And in the naked light I saw
Ten thousand people, maybe more.
People talking without speaking,
People hearing without listening,
People wring songs that voices
never share . . .

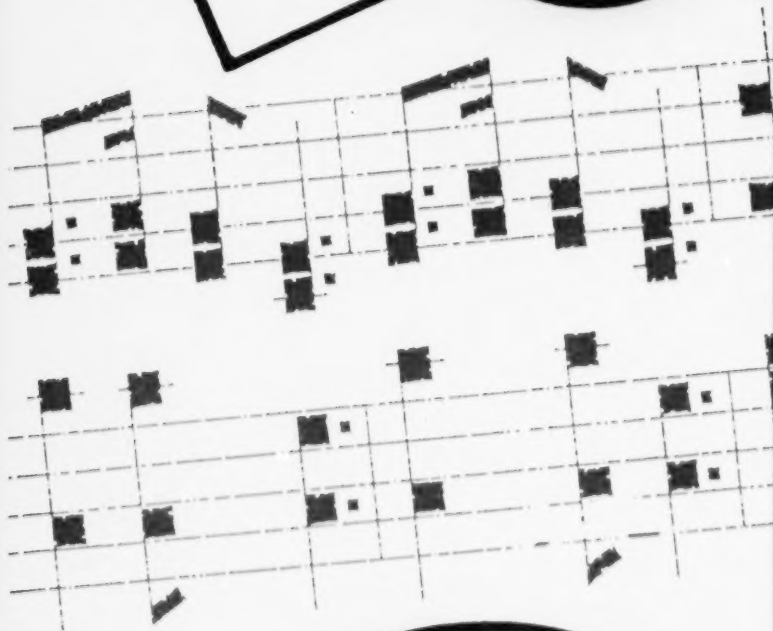
And no one dare
Disturb the sound of silence.

"Fools," said I, "you do not know,
Silence like a cancer grows."
"Hear my words that I might teach
you,
Take my arms that I might reach
you."
But my words like silent rain-drops
fell,
And echoed in the walls of silence.

And the people bowed and prayed
to the neon god they made.
And the sign flashed its warning
In the words that it was forming,
And the signs said, "The words of
the prophets are written
on the subway walls
And tenement halls,
And whisper'd in the sounds of
silence.

Paul Simon

From the album, *The Concert in Central Park*. Copyright 1964 by Paul Simon.



"If It's Magic"

Skill #640

Objective:

The student will identify homonyms.

Directions:

Have the student listen to "If It's Magic" and list at least six words from the song for which he can think of homonyms. Have the students orally compare their lists.

Suggested Answers:

Sun - Son
Be - Bee
There - They're - Their
To - Too - Two
So - Sew
No - Know
For - Fore

*"If It's Magic"

If it's magic . . .
Then why can't it be everlasting
Like the sun that always shines
Like the poets endless rhyme
Like the galaxies in time

If it's pleasing . . .
Then why can't it be never leaving
Like the day that never fails
Like on seashores there are shells
Like the time that always tells

It holds the key to every heart
Throughout the universe
It fills you up without a bite
And quenches every thirst

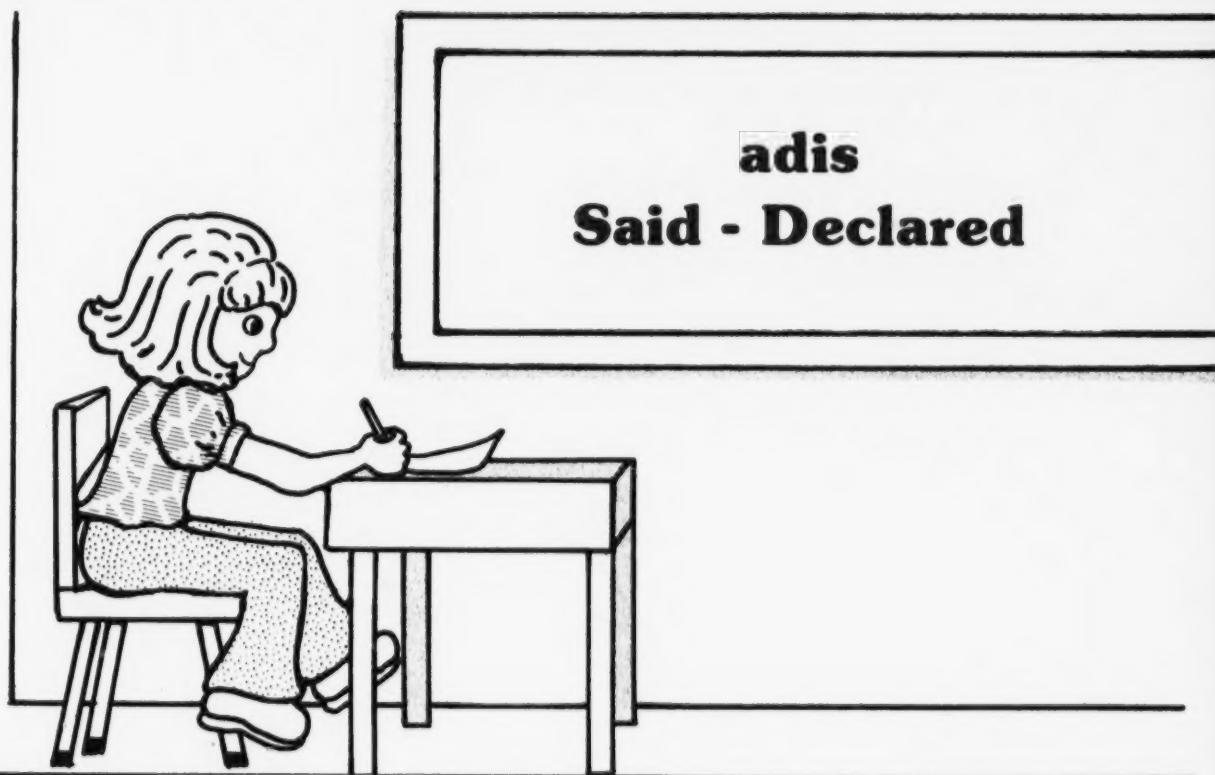
So . . .
If it's special
Then with it why aren't we as
careful
As making sure we dress in style
Posing pictures with a smile
Keeping danger from a child

It holds the key to every heart
Throughout the universe
It fills you up without a bite
And quenches every thirst

So . . .
If it's magic
Why can't we make it everlasting
Like the lifetime of the sun
It will leave no heart undone
For there's enough for everyone.

Stevie Wonder

From the album, *Songs in the Key of Life*. Copyright 1976 by Jobete Music Co., Inc. & Black Bull Music Inc.



Synonym Scrambler

Skill #600

Objective:

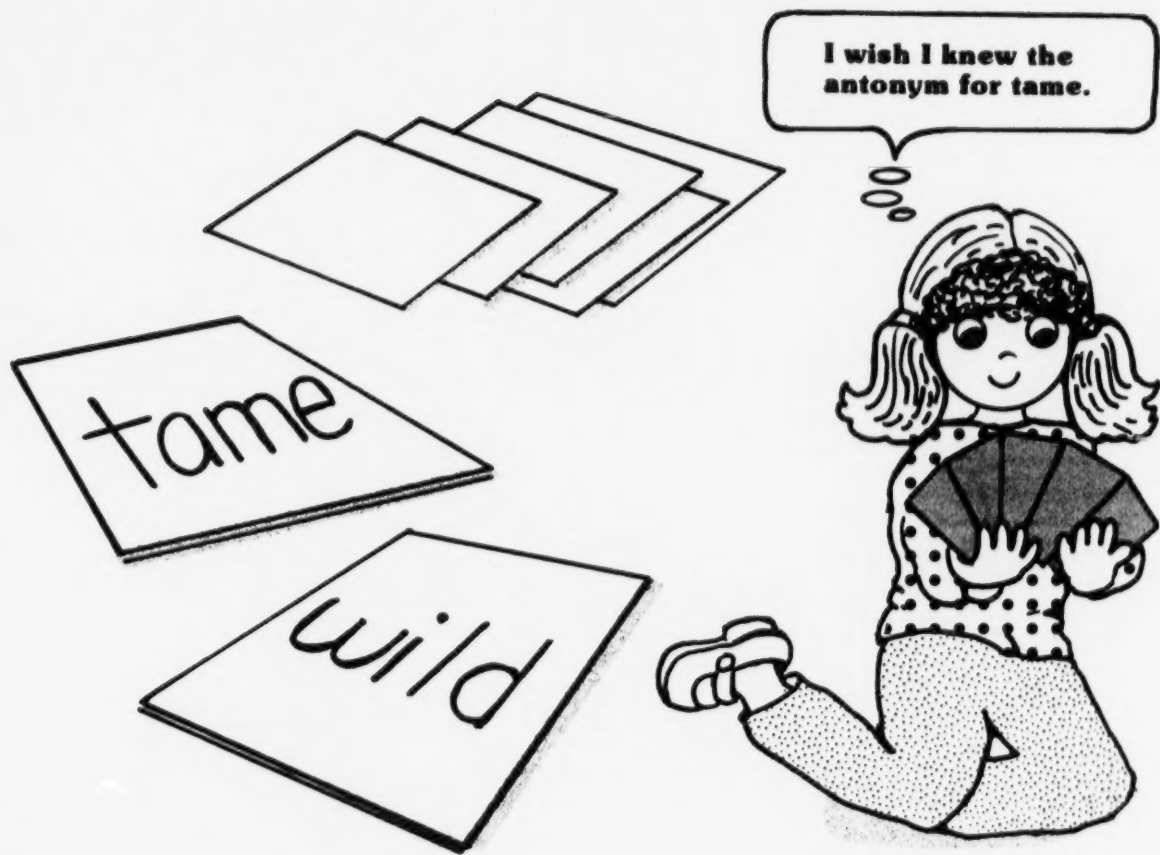
The student will identify synonyms.

Directions:

Provide each student with a list of twenty words; write one of them on the chalkboard, scrambling the letters. The student must identify the scrambled word from the list and raise his hand when he has thought of a synonym for it. Each correct response earns five points. The first student to reach 25 points wins the "Synonym Scrambler."

Follow-up Activities:

1. Adapt the game to be used with antonyms and homonyms.
2. Play the game of "Password" using synonyms. Provide the student with word cards; he must give his partner synonyms as clues.



Fishing For Antonyms

Skill #620

Objective:

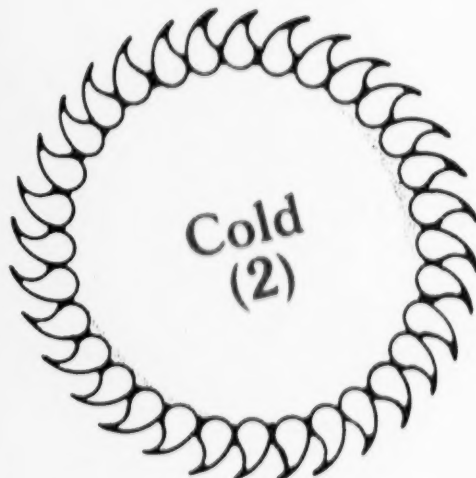
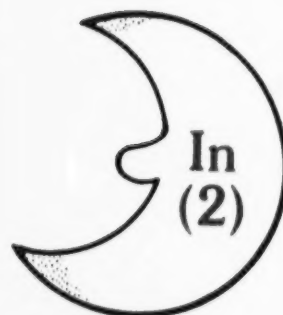
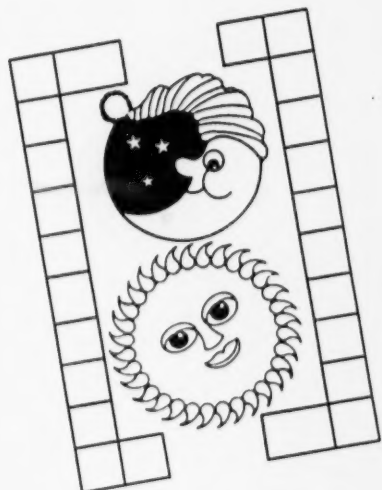
The student will identify antonyms.

Directions:

This game is played like the traditional card game "Go Fish." Use the list of antonyms on page 130 to prepare 26 pairs of "antonym" cards. To begin, each player is dealt seven cards. In alternating turns, have each student ask for the card he needs from the other player, drawing from the deck when he is told to "go fish." Pairs of antonyms are placed in front of the player, and the one with the most pairs at the end of the game is the winner.

Follow-up Activities:

1. Have each student choose a pair of "antonym" cards and assemble a collage of magazine pictures representing them; for example, **big** - **little**.
2. Have each student present his collage and give an explanation of it.



Night And Day

Skill #620

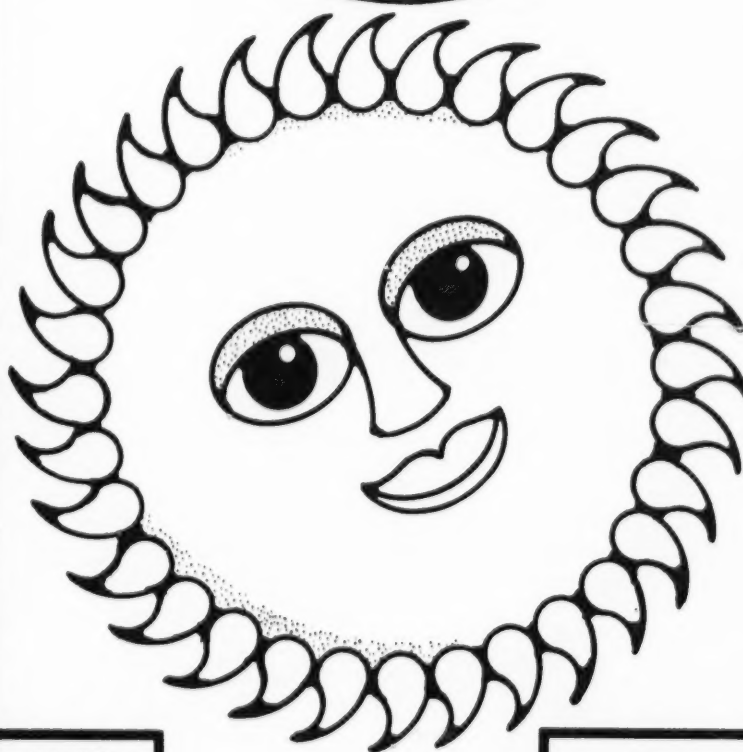
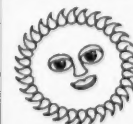
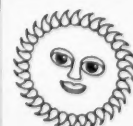
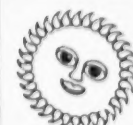
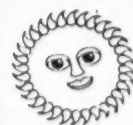
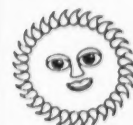
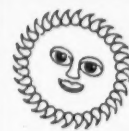
Objective:

The student will identify antonyms.

Directions:

Two students are needed for this activity. Using the gameboard on the following page, have one student follow the "night" path and the other follow the "day" path. Provide the students with 12 "day" cards and 12 "night" cards in the shapes shown above, each with a word from the antonym list shown on page 130. In alternating turns, have each student draw a card from the appropriate stack. He must identify an antonym for the word on the card and use both words in a sentence. A correct response allows him to move the number of spaces indicated. The first one to reach "stop" is the winner.

Night
Starts Here



Day
Starts Here



BEST COPY AVAILABLE

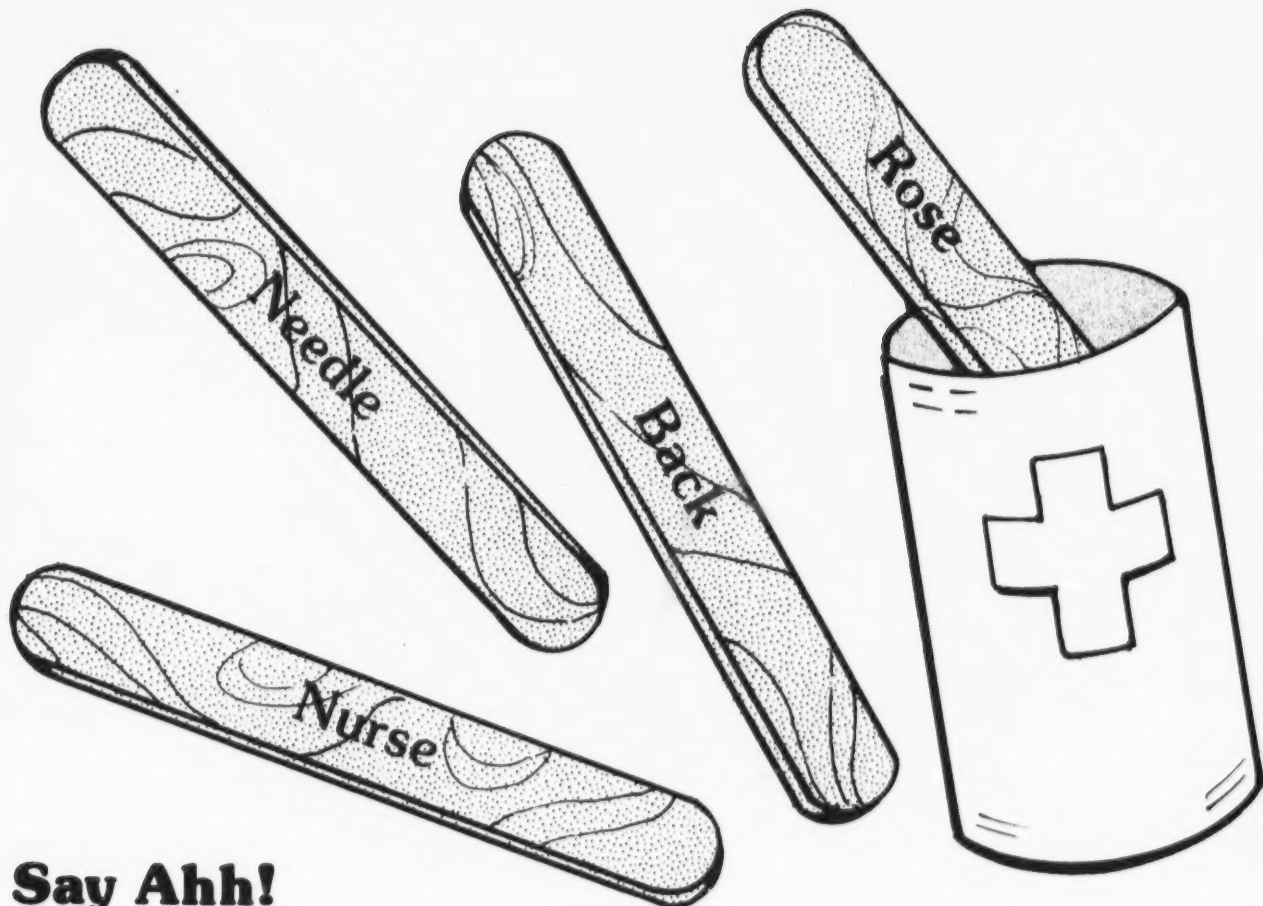
129 134

A List of Antonyms

abet-hinder
 above-below
 accept-decline
 active-passive
 addition-subtraction
 adroit-clumsy
 advance-retreat
 against-for
 agree-refuse
 allow-forbid
 answer-question
 appear-vanish
 arrive-depart
 artificial-real
 asleep-awake
 beautiful-ugly
 beginning-end
 big-little
 bold-timid
 boring-interesting
 bottom-top
 boy-girl
 brave-craven
 busy-idle
 capture-release
 cheap-expensive
 clean-dirty
 close-distant
 closed-open
 cold-hot
 come-go
 complete-cooperate
 complex-simple
 contract-expand
 cooked-raw
 cool-warm
 crooked-straight
 dangerous-safe
 dark-light

dawdle-hurry
 day-night
 death-life
 deposit-withdrawal
 division-multiplication
 down-up
 dry-wet
 dull-shiny
 eager-reluctant
 early-late
 east-west
 easy-difficult
 empty-full
 entrance-exit
 evening-morning
 extinguish-ignite
 failure-success
 false-true
 far-near
 fast-slow
 fat-thin
 female-male
 few-many
 fierce-gentle
 finish-start
 first-last
 flexible-rigid
 follow-lead
 foolish-wise
 forget-remember
 found-lost
 fragile-tough
 freeze-melt
 freezing-swelting
 fresh-stale
 guilty-innocent
 halt-proceed
 happy-sad
 hard-soft

hate-love
 heavy-light
 high-low
 hit-miss
 horizontal-vertical
 in-out
 left-right
 lengthen-shorten
 less-more
 long-short
 loser-winner
 loss-gain
 loud-soft
 maximum-minimum
 most-least
 new-old
 no-yes
 noisy-quiet
 north-south
 occupied-vacant
 off-on
 ordinary-strange
 over-under
 plentiful-scarce
 polite-rude
 poor-rich
 private-public
 problem-solution
 pull-push
 rough-smooth
 short-tall
 shout-whisper
 sick-well
 sit-stand
 start-stop
 strong-weak
 tame-wild
 thick-thin



Say Ahh!

Skill #640

Objective:

The student will select the appropriate meaning of a word, according to context.

Directions:

This activity must be played with two students. In alternating turns, have each student remove a tongue depressor from the can. Have him give a sentence using the word printed on it and explain the meaning of the word in the sentence. His opponent must give a sentence using the same word but in a different context. One point is awarded for each correct response, and the player with the most points, after all words have been used, is the winner.

Follow-up Activities:

1. Divide the tongue depressors equally between two students. At a given signal, have them write sentences, showing at least two meanings of each word.
2. Assign the group a multiple-meaning word. Provide the students with printed materials and have them find examples of the word, showing different meanings according to usage.



"Handy" Homonyms

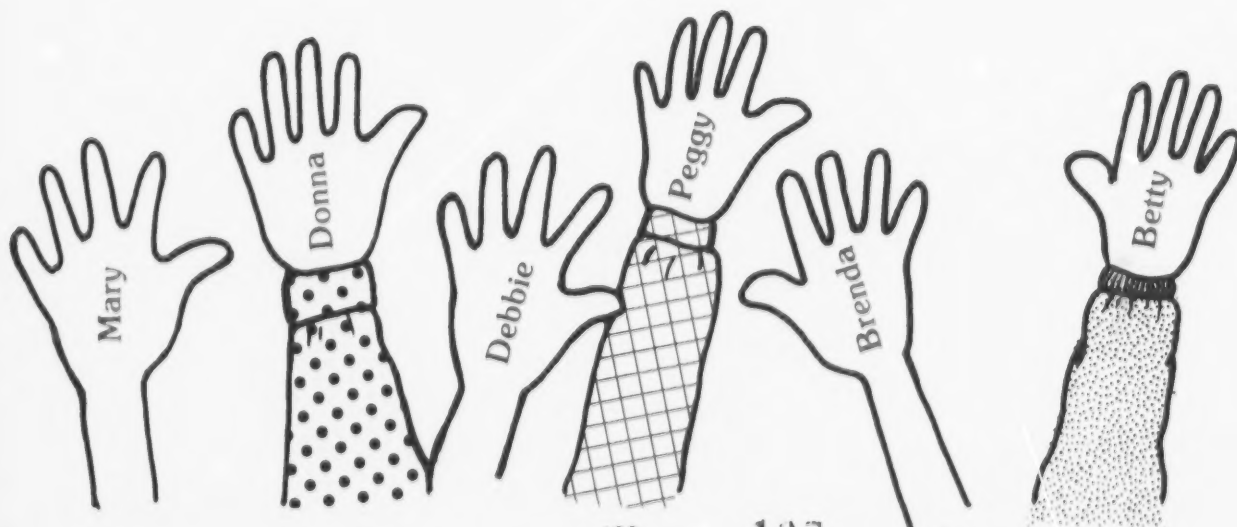
Skill #640

Objective:

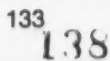
The student will identify homonyms and use them correctly in sentences.

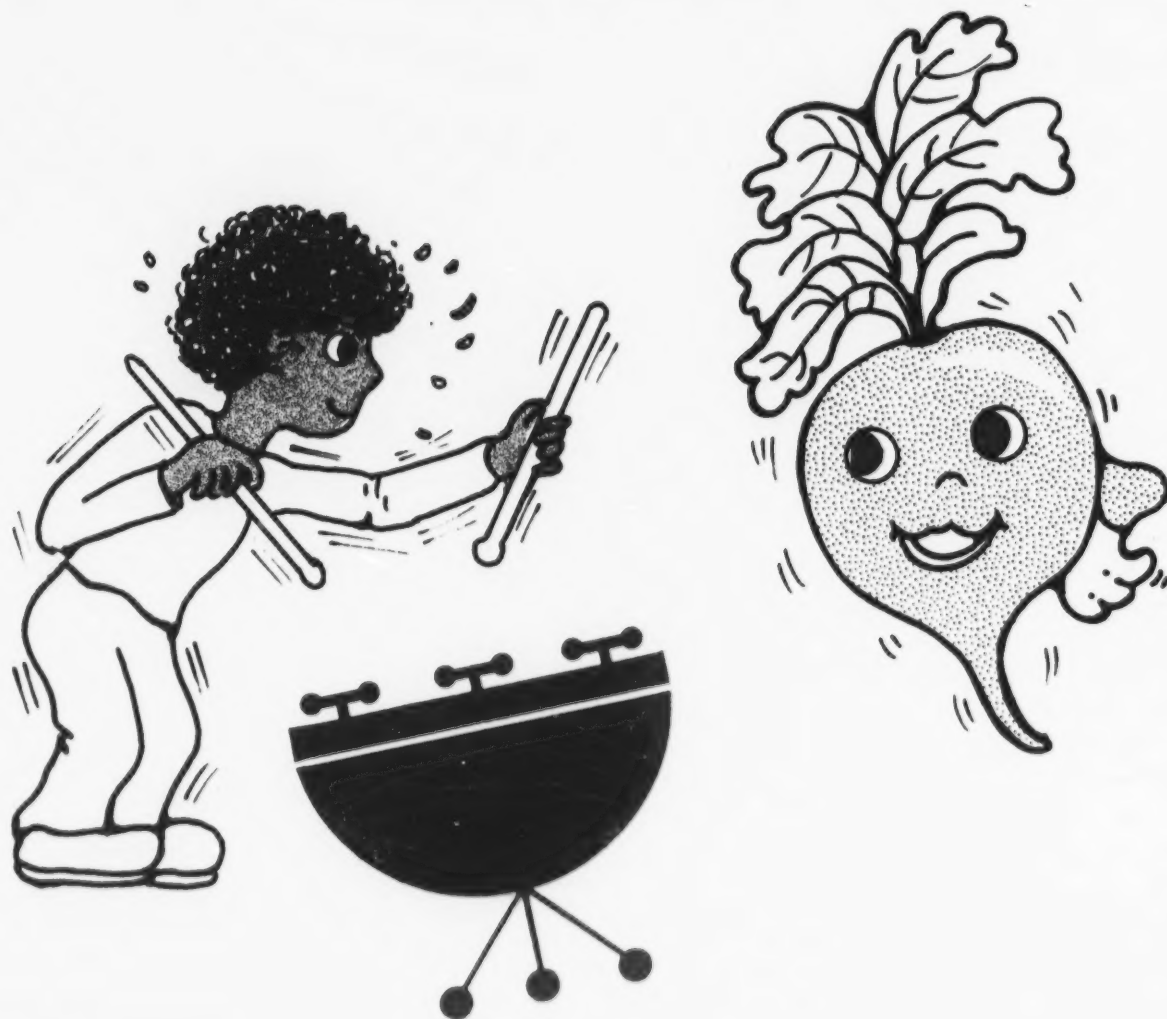
Directions:

Using the opaque projector, enlarge the gameboard on the following page onto poster board. Have each student trace his hand on a sheet of paper, write his name on it, and use it as his playing piece. Place in a box paper hand-shapes, each with one of a pair of homonyms written on it. In alternating turns, have each player draw a "hand" from the box, give a homonym of the word, and use both words in sentences. If he is correct, he advances to the next desk. The game continues until one student reaches the teacher's desk.



640 MULTIPLE-MEANING WORDS





“Beet” It

Skill #640

Objective:

The student will identify words that have different meanings according to usage.

Directions:

Divide the students into two teams. From the list of words on the next page, prepare cards of pairs of homonyms. In alternating turns, have each student draw a card and give a one-word clue to his team members who must give both homonyms and use them in a sentence illustrating their meanings. A point is awarded for each correct response. Play alternates between the teams. The team with the most points at the end of a designated time period is the winner.

A List Of Homonyms

acclamation, acclimation	dense, dents	hour, our	raise, raze
adds, ads, adz	descent, dissent	humerus, humerus	rapped, rapt, wrapped
aerie, airy	desert, dessert	idle, idol, idyll	read, red
ail, ale	dew, do, due	in, inn	read, reed
air, ere, err, heir	die, dye	invade, inveighed	real, reel
aisle, I'll isle	doe, dough	jam, jamb	right, rite, write
allowed, aloud	ducked, duct	jinks, jinx	ring, wring
altar, alter	ewe, yew, you	kill, kiln	road, rode, rowed
ate, eight	faint, feint	knave, nave	roes, rose, rows
auger, augur	fair, fare	knead, need	rote, wrote
auricle, oracle	faze, phase	knight, night	rye, wry
bail, bale	feat, feet	knit, nit	sail, sale
baize, bays	fisher, fissure	knows, noes, nose	scene, seen
bald, balled, bawled	flair, flare	lacks, lax	seam, seem
balm, bomb	flea, flee	laps, lapse	seas, sees, seize
band, banned	flew, flu, flue	leak, leed	serf, surf
bare, bear	flocks, phlox	lessen, lesson	sew, so, sow
based, baste	flour, flower	levee, levy	shear, sheer
beat, beet	foaled fold	links, lynk	side, sided
beer, bier	for, fore, four	load, lode, lowed	sighs, size
bell, belle	foul, fowl	loan, lone	sleight, slight
better, bettor	frays, phrase	locks, lox	soar, sore
blew, blue	frees, freeze, freize	made, maid	sole, soul
bloc, clock	gait, gate	magnate, magnet	some, sum
boar, bore	gamble, gambol	mail, male	staid, stayed
boarder, border	genes, jeans	main, Maine, mane	stair, stare
bough, bow	gilt, guilt	marshall, martial	stake, steak
bouillon, bullion	gneiss, nice	mean, mien	stationary, stationery
braise, brays, braze	gnu, knew, new	meat, meet, mete	step, steppe
bridal, bridle	gored, gourd	might, mile	straight, strait
cache, cash	grate, great	moose, mousse	suede, swayed
capital, capitol	grease, Greece	muscle, mussel	suite, sweet
carat (karat), caret, carrot	groan, grown	oar, or, ore	sundae, Sunday
cedar, ceder, seeder	grocer, grosser	one, won	tail, tale
cell, sell	guessed, guest	paced, paste	taught, taut
cent, scent, sent	guise, guys	packed, pact	team, team
cense, cents, scents, sense	hair, hare	pail, pale	tear, tier
cereal, serial	hall, haul	pair, pare, pear	teas, tease, tees
cetaceous, setaceous	handsome, hansom	palate, palette, pallet	their, there, they're
cheap, cheep	hart, heart	patience, patients	threw, through
chews, choose	hay, hey	pause, paws	throes, throws
choler, collar	heal, heel, he'll	peace, piece	thyme, time
choral, coral	hear, here	peal, peel	tic, tick
chorale, corral	heard, herd	pearl, purl	to, too, two
chord, cord, cored	higher, hire	pedal, peddle	toad, toed, towed
chute, shoot	him, hymn	peer, pier	toe, tow
cite, sight, site	hoard, horde	plait, plate	trcked, tract
clause, claws	hoarse, horse	pore, pour	undo, undue
coarse, course	holes, hose	praise, prayers, preys	vain, vane, vein
coax, Cokes	hole, whole	presence, presents	wade, weithed
colonel, kernel		prince, prints	waist, waste
core, corps		principal, principle	waits, weights
cue, queue		profit, prophet	war, wore
'cymbal, symbol		quarts, quartz	ware, wear
dear, deer		rain, reign, rein	weak, week
			wood, would
			yoke, yolk



Confucius Say . . .

Skill #660

Objective:

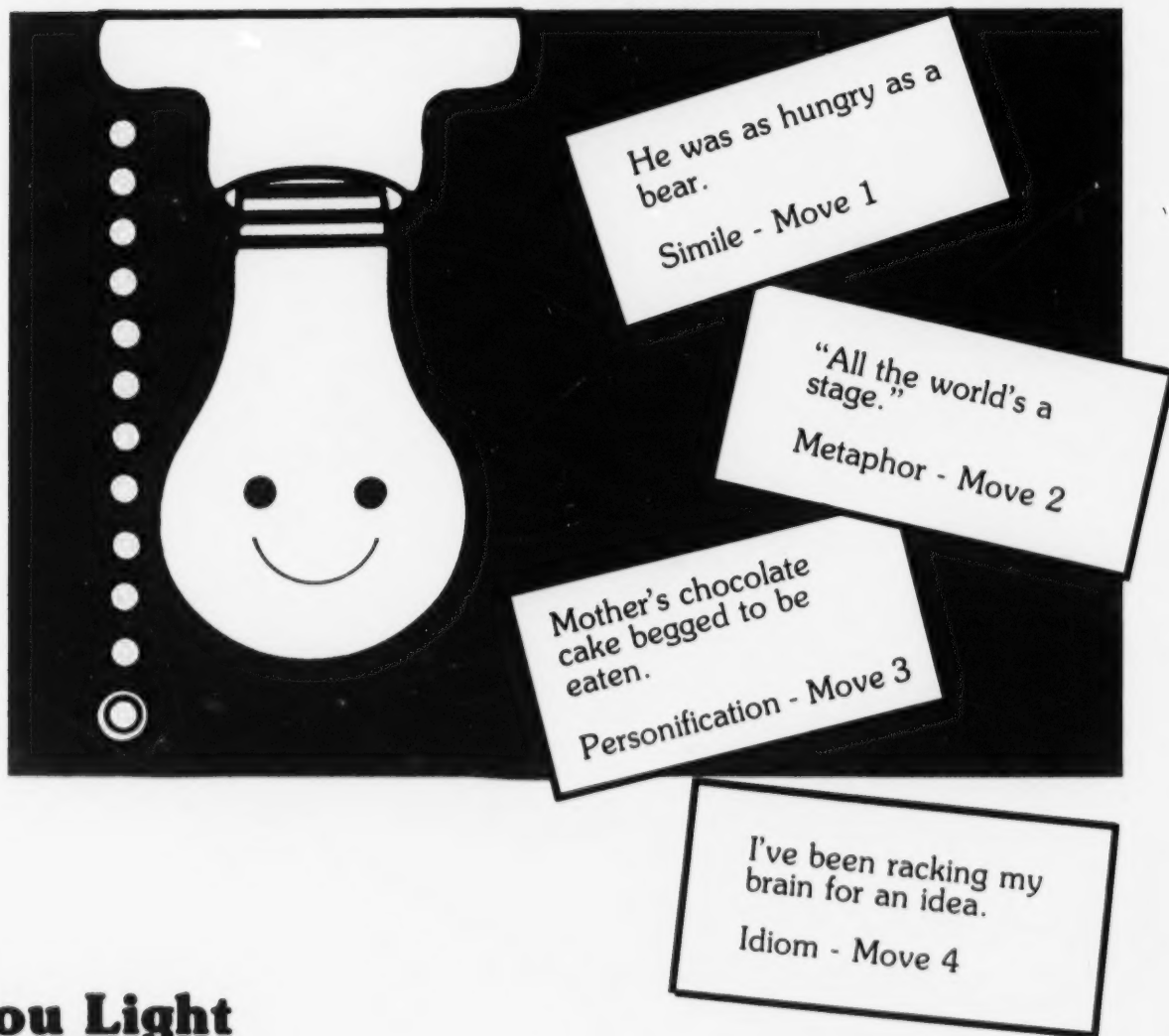
The student will interpret phrases that form a meaning other than the literal meaning of the components.

Directions:

Have students play this activity in pairs. Have one student remove the fortune from the cookie and read it to his opponent who must interpret the underlined phrase. If he is correct, he keeps the cookie. If not, it is awarded to his partner. The player with the most fortune cookies at the end of the game is the winner.

Follow-up Activities:

1. Have the students arrange themselves in groups of three to play "Idiom Charades."
2. Have each student keep a record of the idioms he hears in a 24 hour period. Let them orally compare their results.



You Light Up My Life

Skill #660

Objective:

The student will identify different types of figurative language.

Directions:

Prepare cards, such as the ones shown above, using the sentences on page 138. Shuffle the cards and place them face down on the gameboard on page 139. In alternating turns, have each student draw a card, read it aloud, and identify the type of figurative phrase it contains. If the student is correct, have him move the number of spaces indicated on the card. The first student to reach the end is the winner.

You Light Up My Life...

IDIOMS:

1. The speech was Greek to me.
2. I've been racking my brain for an idea.
3. The word was on the tip of my tongue.
4. I need to put my nose to the grindstone.
5. That really got my goat.
6. After the prom she was in seventh heaven.
7. She has a sixth sense about her baby's needs.

IDIOM
An idiom is an expression that has meaning other than its literal meaning.

SIMILE
A simile is a comparison of two unlike objects, with like or as expressed.

SIMILES:

1. He was as hungry as a bear.
2. She was as gentle as a lamb.
3. Today is as hot as an oven.
4. She was as white as a sheet.
5. She is as sweet as apple pie.
6. Her heart was as pure as gold.
7. He ran like the wind.

METAPHOR
A metaphor is an implied comparison of unlike objects. It does not use like or as.

METAPHORS:

1. "All the world's a stage."
2. She is a doll.
3. Mary is a good egg.
4. That car is a lemon.
5. Father is a bear this morning.
6. The boxer was a tiger in the ring.
7. Johnny was a monkey in class.

PERSONIFICATION
A personification gives human qualities to inanimate objects.

PERSONIFICATIONS:

1. The cave beckoned to us to come and explore.
2. The sun kissed the happy campers.
3. Mother's chocolate cake begged to be eaten.
4. Jan's kite was jumping joyfully at the end of its string.
5. The papers were pushing and shoving along the windy street.
6. The wind shouted its protest during the night.
7. It felt nice to have my comforter hug me during the cold night.



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